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ABSTRACT

This report describes the enrollment, persistence, and degree attainment of students who began postsecondary education for the first time in the 1995-1996 academic year. It covers the experiences of these first-time beginners over a period of 6 academic years, from 1995-1996 to 2000-2001, and provides information about the rates at which students attained degrees, transferred to other institutions, and left postsecondary education without attaining degrees. The report is based on the 1996/01 Beginning Postsecondary Students Longitudinal Study, a survey that provides data about a nationally representative sample of students first interviewed in 1996 at the end of their first year in postsecondary education. When they began, the largest percentage (46%) had enrolled in public two-year (community) colleges. Over the 6 years covered in this report, 40% of the students who began in 1995-1996 were also enrolled in at least one postsecondary institution other than the institution at which they started. About one-third of the beginners transferred from their first institution, and 11% were sometimes co-enrolled. Of the three-fourths of beginners at public two-year colleges who said they intended to complete either an associate's or bachelor's degree, 31% did so within 6 years; 23% completed an associate degree and 13% completed a bachelor's degree. Among those who transferred to a four-year institution, 36% attained a bachelor's degree within 6 years of starting community college. Rates of completion are outlined for different groups of students, and differences in completion are described by enrollment and student characteristics. The characteristics of students who were most likely to complete a degree within 4 years fit the common perception of what a college student is like--well prepared academically, entered college immediately after high school, enrolled full time, and stayed enrolled continuously. Appendixes contain a glossary and technical notes. (Contains 137 tables, 7 figures, and 13 references.) (SLD)

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Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later

BPS

U.S. Department of Education
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Statistical Analysis Report

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Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later

Statistical Analysis Report

December 2002

Lutz Berkner
Shirley He
Emily Forrest Cataldi
MPR Associates, Inc.

Paula Knepper
Project Officer
National Center for Education Statistics

U.S. Department of Education
Rod Paige
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Gary W. Phillips
Deputy Commissioner

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Content Contact:
Aurora D'Amico
(202) 502-7334
Aurora.D'Amico@ed.gov

Executive Summary

Introduction

This report describes the enrollment, persistence, and degree attainment of students who began postsecondary education for the first time in the 1995–96 academic year. It covers the experiences of these first-time beginners over a period of 6 academic years, from 1995–96 to 2000–01, and provides information about the rates at which students attained degrees, transferred to other institutions, and left postsecondary education without attaining degrees.

The report is based on the 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01), a National Center for Education Statistics (NCES) survey that provides data describing a nationally representative sample of first-time students who entered postsecondary education during the 1995–96 academic year. The students were initially interviewed in 1996, at the end of their first year in postsecondary education; interviewed again in 1998, 3 years after they had started; and interviewed for the last time in 2001, 6 years after they had started.

Types of Institutions Attended

When they first entered postsecondary education in 1995–96, the largest proportion of beginning students (46 percent) enrolled at public 2-year institutions (community colleges). About one-fourth (26 percent) started at public 4-year institutions, 15 percent at private not-for-profit 4-year institutions, 10 percent at private for-profit institutions offering vocational programs of less than 4 years, and 3 percent at all other types of institutions.

However, over the 6 years covered in this report, 40 percent of students who began in 1995–96 were also enrolled in at least one postsecondary institution other than the institution at which they started. About one-third (32 percent) of the beginners transferred from their first institution to a different one, and 11 percent were sometimes coenrolled, taking courses at more than one institution at the same time. About one-fourth of the students who began at 4-year institutions and 42 percent of those who began at public 2-year institutions transferred during the 6 years.

Degree Completion Among Students Beginning at Public 2-Year Institutions

Public 2-year institutions serve a diverse body of students who enroll with a variety of educational goals. Associate's degree completion rates are only partially valid as a measure of student success at public 2-year institutions, because it is not necessary to complete an associate's degree before transferring to a 4-year institution. During their first year, about one-half of the beginning students at public 2-year colleges said that they intended to attain an associate's degree, and another one-fourth intended to transfer to a 4-year institution and complete a bachelor's degree. In the following years, about one-fourth of the beginners at public 2-year institutions did transfer to a 4-year institution.

Of the three-fourths of beginners at public 2-year institutions who intended to complete either an associate's or a bachelor's degree, 31 percent did so within 6 years: 23 percent completed an associate's degree, and 13 percent completed a bachelor's degree (these percentages include the 5 percent who completed both). Among those students who actually did transfer to a 4-year institution, 36 percent attained a bachelor's degree within 6 years of starting community college.

Types of Bachelor's Degree Completion Rates for Students Beginning at 4-Year Institutions

Rates of completion at the first institution attended versus at any 4-year institution

When 4-year colleges and universities report their graduation rates, they are reporting the percentage of first-time freshmen who completed a bachelor's degree at that institution within a certain time period. Institutions usually do not know what happened to the students who left without a degree. When students leave an institution, they may either leave postsecondary education permanently or transfer somewhere else. From the institutional perspective, all students who leave before completing a degree at that institution are considered to be dropouts. From the perspectives of students as well as of the postsecondary education system as a whole, transfers are not dropouts: they are persisting students who have decided to attend a different institution. In this report, the term *institutional completion rate* is used to describe bachelor's degree attainment of students at the first institution they attended, and the term *student completion rate* is used to describe bachelor's degree attainment anywhere, regardless of whether or not students stayed at the original institution.

Among all beginners at 4-year institutions in 1995–96, 51 percent completed a bachelor's degree within 6 years at the first institution attended (table A). However, when those who transferred out of the first institution are also included, the percentage of beginners who actually completed a bachelor's degree within 6 years (at any 4-year institution) increases to 58 percent.

Rates based on different subcategories of students

Bachelor's degree completion rates not only differ by whether they reflect the institutional or student perspective, but also by which subcategories of beginning students are included when calculating the rates (table A). For example, if the calculation includes only those beginners with a bachelor's degree goal (90 percent of all beginners at 4-year institutions), then the rate of completion at the first 4-year institution attended was 55 percent. Including only first-time beginners who were enrolled full time when they started and also had a bachelor's degree goal (83 percent of all beginners), the bachelor's degree completion rate at the first 4-year institution was 58 percent.

Sometimes interest centers on recent high school graduates (those who started college immediately after high school, who made up 83 percent of the beginners at 4-year institutions). Among all the beginners at 4-year institutions who were recent high school graduates, the rate of bachelor's degree completion at the first institution was 55 percent, while it was 64

Table A.—Percentage of students beginning at 4-year institutions in 1995–96 who had completed a bachelor's degree at the first institution attended or at any 4-year institution by June 2001, by subcategories of beginning students

		Bachelor's degree completion rates after 6 years	
	Percent of total	Institutional completion rate at first 4-year institution	Student completion rate at any 4-year institution
Total beginners at 4-year institutions	100.0	50.7	58.2
Subcategories of beginners			
Enrolled full time first year	90.4	54.1	62.0
Had a bachelor's degree goal	90.3	55.3	62.7
Had a bachelor's degree goal and enrolled full time first year	82.9	58.0	65.6
Recent high school graduates (did not delay entry)	83.2	55.1	63.7
Recent high school graduates with a bachelor's degree goal	76.5	59.2	67.4
Recent high school graduates with a bachelor's degree goal and enrolled full time first year	73.0	60.6	68.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

percent at any 4-year institution. But including only those first-time beginners who were recent high school graduates, had a bachelor's degree goal, and also started as full-time students (73 percent of all beginners at 4-year institutions), the 6-year completion rate at the first institution attended was 61 percent, and it was 69 percent at any 4-year institution.

Focus on Students With a Bachelor's Degree Goal at 4-Year Institutions

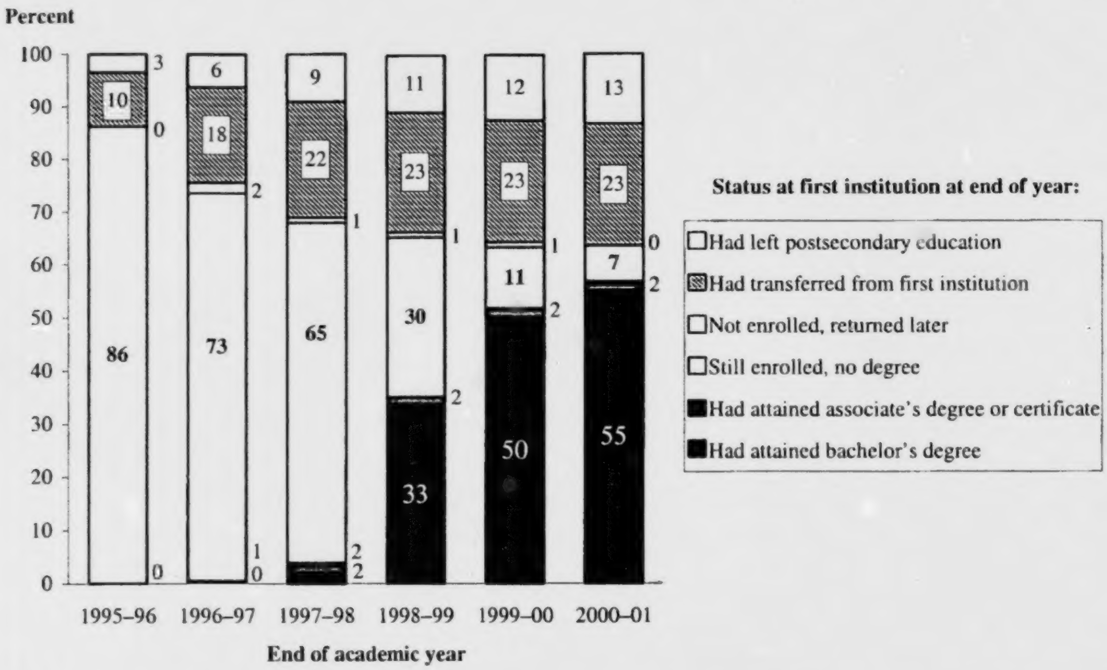
This section describes only the beginners at 4-year institutions who had a bachelor's degree goal (90 percent of the total), including those who started as part-time students and those who did not start college immediately after finishing high school.

Degree completion and transfer from the first institution attended

Among students beginning at 4-year institutions with a bachelor's degree goal, the cumulative percentage who had left their first institution and transferred to a different one was 10 percent by the end of the first year, 18 percent by the end of the second year (including the 10 percent who had already left by the end of the first year), 22 percent by the end of the third year, and then about 23 percent through the end of the sixth year (since there were few additional transfers in the fifth and sixth years) (figure A).

The cumulative percentage of beginning students who were not enrolled at the first institution at the end of the academic year and never enrolled anywhere else by June 2001 was 3 percent at the end of the first year, 6 percent at the end of the second year (including the 3 percent who were not enrolled at the end of the first year), 9 percent at the end of the third year, and so on. By June 2001, at the end of the sixth academic year, 13 percent had left postsecondary education directly from the first institution without a degree, a smaller percentage than the 23 percent who had transferred elsewhere.

Figure A.—Percentage distribution of students with a bachelor's degree goal who were first-time beginners at a 4-year institution in 1995–96, by their enrollment status or degree attainment at the first institution attended, at the end of each academic year through 2000–01



NOTE: Detail may not sum to totals because of rounding. Students who transferred after attaining a degree are only included in the attainment categories.

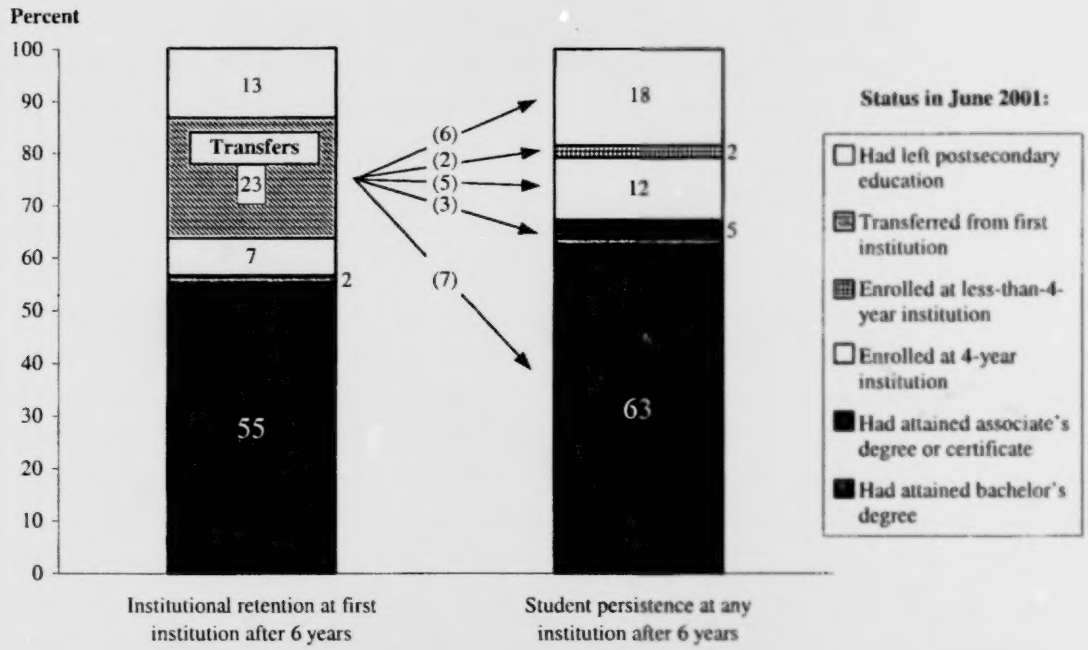
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Some students who transferred from their first institution later left postsecondary education without a degree, while others were still enrolled in June 2001 or had already attained a degree at another institution. In figure B, the numbers in the arrows indicate the percentages of students who transferred and then had various outcomes at any postsecondary institution. For example, 6 percent of students who began at a 4-year institution with a bachelor's degree goal transferred from their first institution and then left postsecondary education without a degree after attending the transfer institution. Seven percent, however, transferred and then completed a bachelor's degree at a different 4-year institution.

Number of years to complete a degree at different types of institutions

Thirty-four percent of beginners with a bachelor's degree goal completed that degree at their first institution within 4 years, and another 21 percent finished in 5 to 6 years, for a total of 55 percent completing a bachelor's degree at the first institution within 6 years of starting there (table B). Those who began at a private not-for-profit institution were more likely to complete their bachelor's degree at that institution than those who began at a public institution (65 percent vs. 50 percent) and were more likely to have finished in 4 years (52 percent vs. 24 percent).

Figure B.—Percentage distribution of students with a bachelor's degree goal who were first-time beginners at a 4-year institution in 1995–96, by their enrollment status or degree attainment at the first institution attended and anywhere in postsecondary education, as of June 2001



NOTE: Detail may not sum to totals because of rounding. Students who transferred after attaining a degree are only included in the attainment categories.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Differences in completion rates by enrollment patterns and student characteristics

Among beginners with a bachelor's degree goal, student rates of completion at any 4-year institution varied by enrollment patterns (table B). Students who did not transfer, were always enrolled full time, or were continuously enrolled without a break had higher 6-year completion rates (72–74 percent) than other students, and about 45 percent graduated within 4 years.

Students who entered college with good academic preparation—those who received mostly A's in high school, took two or more Advanced Placement (AP) tests, or had high SAT scores—also had higher completion rates than others. About 80 percent completed a bachelor's degree within 6 years, and more than one-half (55–61 percent) graduated within 4 years.

Among beginners with a bachelor's degree goal, women had higher completion rates than men and were more likely to finish in 4 years

Table B.—Percentage of students beginning at 4-year institutions in 1995–96 with a bachelor's degree goal who completed a bachelor's degree at the first institution attended or at any 4-year institution by June 2001, and the number of years to complete the degree, by type of first institution, enrollment patterns, academic preparation, and student characteristics

	Bachelor's degree completion rate					
	At first 4-year institution			At any 4-year institution		
	4 years or less	More than 4 years*	6-year total	4 years or less	More than 4 years*	6-year total
Total beginners with a bachelor's degree goal	34.2	21.1	55.3	36.5	26.1	62.7
First institution type and highest offering						
Public 4-year	24.3	25.7	50.0	26.3	31.0	57.3
Non-doctorate-granting	18.6	21.7	40.3	20.9	28.0	48.9
Doctorate-granting	27.4	27.8	55.2	29.2	32.6	61.8
Private not-for-profit 4-year	51.5	13.8	65.3	54.6	18.4	73.0
Non-doctorate-granting	48.2	13.8	62.0	50.8	18.8	69.6
Doctorate-granting	57.6	13.8	71.4	61.5	17.8	79.3
Enrollment patterns						
Never transferred	44.7	27.7	72.4	44.7	27.7	72.4
Always full time	42.2	22.8	65.0	45.0	27.8	72.8
Continuously enrolled	41.7	24.4	66.1	44.2	29.4	73.6
Good academic preparation						
Mostly A's in high school	52.3	21.5	73.8	55.3	26.8	82.0
Took two or more Advanced Placement tests	57.3	17.5	74.8	60.9	21.4	82.3
SAT combined score in high quartile (1030–1600)	53.0	19.0	72.0	56.5	23.1	79.6
Gender						
Male	29.5	22.5	52.0	31.0	27.7	58.7
Female	38.1	20.0	58.0	41.1	24.9	66.0
Race/ethnicity						
White, non-Hispanic	37.8	21.2	59.0	40.5	26.3	66.8
Black, non-Hispanic	19.8	21.1	40.9	20.8	24.9	45.7
Hispanic	22.7	18.6	41.3	24.7	22.6	47.3
Asian/Pacific Islander	40.0	23.8	63.8	41.5	28.9	70.5
Dependent family income in 1994						
Less than $25,000	23.5	23.3	46.8	25.6	28.1	53.7
$25,000–44,999	32.1	20.2	52.3	33.8	25.4	59.1
$45,000–69,999	36.8	23.0	59.7	38.8	28.8	67.6
$70,000 or more	45.9	21.5	67.5	49.7	27.0	76.6
Delayed postsecondary enrollment						
Did not delay	36.3	22.9	59.2	38.9	28.4	67.4
Delayed	22.9	11.3	34.2	23.5	13.4	36.8

*Up to 6 years.

NOTE: These completion rates are based on the number of months between the date of first enrollment and bachelor's degree completion. The 4-year rate includes those who completed in 48 months or less after they first enrolled. These rates may differ slightly from bachelor's degree attainment percentages based on status at the end of an academic year, such as those in figure A. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

(table B). Hispanic and Black, non-Hispanic students had lower completion rates than Asian/Pacific Islander and White, non-Hispanic students. Low-income dependent students had lower completion rates than high-income dependent students.

Profile of 1995–96 Beginners Who Completed a Bachelor's Degree by June 2001

A number of factors have been shown to put students at risk of not completing their degree programs. Two of the most important ones are part-time enrollment and delaying entry into postsecondary education after high school. Other factors are not having a regular high school diploma, having children, being a single parent, being financially independent of parents, and working full time while enrolled. In prior studies, a persistence risk index was developed based on the number of these adverse characteristics (Horn 1996). All of these risk factors are also associated with "nontraditional" students, and the more risk factors a student has, the more nontraditional the student may be considered to be. Conversely, students with none of the risk factors may be considered to be highly traditional students: they enroll immediately after receiving a high school diploma, attend full time in the first year, are financially dependent on their parents, and work part time or not at all while enrolled.

Beginners who started at 4-year institutions in 1995–96 were predominantly traditional students: most of them had entered college without delay after high school, and most had none of the characteristics associated with a high risk of not completing a degree. This pattern is reflected in the profile of those college graduates who started at a 4-year institution in 1995–96 and had completed a bachelor's degree by June 2001: 91 percent had entered college immediately after high school, and 86 percent had no persistence risk factors when they first enrolled in 1995–96.

Students who graduated with a bachelor's degree within 4 years were well prepared when they entered college. More than one-half had received mostly A's in high school (62 percent) or had SAT test scores in the highest quartile among college freshmen (56 percent), and 30 percent had taken two or more AP tests. Women represented a majority (62 percent) of the college graduates who started at a 4-year institution in 1995–96 and completed a bachelor's degree in the expected 4-year period.

Students who began at public 2-year institutions were more likely to be nontraditional students than those who began at 4-year institutions. Almost one-half of the beginners at public 2-year institutions had delayed starting college after high school, and about one-half had two or more persistence risk factors when they started. Traditional students (those with no risk factors when they began) represented about one-half (56 percent) of the bachelor's degree recipients who had transferred from public 2-year institutions. The other half were nontraditional students who began their education in 1995–96 with a higher risk of not completing a degree at all, but had been able to enter a bachelor's degree program via a community college.

Summary and Conclusion

Differences in the bachelor's degree completion rates of students who began at community colleges and those who began at 4-year colleges and universities reflect differences in the degree goals, academic preparation, enrollment patterns, and demographic characteristics of these students. Compared with students who started at 4-year institutions, those who started at public 2-year institutions were less well prepared for college and were less likely to be continuously enrolled. Beginners at public 2-year institutions were also more likely to enroll part time, to have delayed enrolling after high school, and to be nontraditional students starting postsecondary education with one or more persistence risk factors.

Beginners at 4-year institutions were predominantly traditional students with no persistence risk factors when they started college, and they were usually enrolled full time. Among those with a bachelor's degree goal, 55 percent of the beginners at 4-year institutions completed a bachelor's degree at the institution where they had started. When transfer students who completed their degrees at a different institution are also included, a total of 63 percent of the students who began at a 4-year institution with a bachelor's degree goal completed that degree within 6 years.

Although the expected length of time required to complete a bachelor's degree is 4 years, 37 percent of the students with a bachelor's degree goal who started at a 4-year institution in 1995–96 actually finished their degree in that period of time. The characteristics of the students who were most likely to graduate within 4 years with a bachelor's degree fit a commonly held perception of what a college student looks like—he or she receives good academic preparation in high school, enters college immediately after high school, enrolls in college full time, and is continuously enrolled.

Foreword

This report describes the enrollment, persistence, and degree attainment of a nationally representative sample of students who began postsecondary education for the first time in the 1995–96 academic year. It covers the experience of these students over 6 academic years, from 1995–96 to 2000–01, and provides information about rates of degree completion, transfer, and attrition for students who first enrolled at various types of postsecondary institutions. A particular focus of this report is on the rates at which students who began at public 2-year, public 4-year, and private not-for-profit 4-year institutions completed the bachelor's degree. The analysis and the supplementary tables examine both the degree completion rates at the first institution attended and the completion rates at any postsecondary institution attended during the 6 years.

The report uses the data from the 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01). The BPS survey is the longitudinal component of the 1996 National Postsecondary Student Aid Study (NPSAS:96), a nationally representative sample that includes students enrolled in all types of postsecondary institutions. The BPS:96/01 cohort consists of students in the NPSAS:96 sample who were identified as having enrolled in postsecondary education for the first time during the 1995–96 academic year. These first-time beginning students were interviewed in 1996, at the end of their first year in postsecondary education; interviewed again in 1998, 3 years after they had started; and interviewed for the last time in 2001, 6 years after they had started. The BPS:96/01 study consists of the data gathered in all three of these survey years.

The BPS:96/01 Data Analysis System (DAS), an NCES microcomputer application that allows users to generate tables for many NCES surveys and produces design-adjusted standard errors to allow researchers to perform tests of statistical significance, was used to produce the estimates presented in this report. The DAS for BPS:96/01 and other NCES surveys, as well as many descriptive and methodology reports, can be accessed and downloaded from the NCES web site (*nces.ed.gov*). Consult appendix B for more information.

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Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later

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Introduction

Approximately 3 million undergraduates entered postsecondary education for the first time during the 1995–96 academic year, enrolling in a wide variety of institutions, including 4-year colleges and universities, community colleges, and private for-profit institutions offering vocational programs. A sample of these first-time beginning students was surveyed in 1996, at the end of their first year in postsecondary education.[1] They were interviewed again in 1998, three years after they had started, and interviewed for the last time in 2001, six years later. The Beginning Postsecondary Students Longitudinal Study of 1996–2001 (BPS:96/01) consists of the data gathered in all three of these survey years. This report summarizes some of the major findings from the BPS:96/01 study data that relate to the persistence and degree attainment of this cohort of beginning postsecondary students during the six academic years from 1995–96 to 2000–2001.

A previous report described the 1995–96 beginning postsecondary students as of 1998 and focused on those enrolled in certificate or associate's degree programs that could have been completed in three years or less.[2] After three years, about one-half (58 percent) of the students who began vocational certificate programs at less-than-2-year (primarily private for-profit) institutions had attained a certificate, and less than 10 percent of them were still enrolled anywhere. Among those who had started an associate's degree program at a public 2-year college, however, 7 percent had completed an associate's degree, and more than one-half were still enrolled in postsecondary education, including many transfers to 4-year institutions. Very few students who had started at a 4-year college or university had completed a bachelor's degree by 1998; after three years, however, 64 percent were still enrolled at the same college where they had started, and another 20 percent were still enrolled in postsecondary education—but had transferred to a different institution.

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[1] See Kojaku and Nunez (1998) for a detailed description of the beginning students during their first year (1995–96) in postsecondary education.

[2] See Berkner, Horn, and Clune (2000) for a full description of the beginning students after three years (1998).

The role of transfers is critical in understanding student persistence and interpreting degree completion rates. Institutions do not know what happens to students once they have left—whether they have really dropped out of postsecondary education or have transferred to another institution. As this report will show, rates of institutional retention and completion are substantially lower than rates of persistence and degree completion in the postsecondary education system as a whole.[3] Using data from longitudinal studies of high school students, Adelman (1999) has shown that because so many students attend more than one institution, college students are actually more successful in completing bachelor's degrees than the average completion rates reported by institutions seem to suggest.[4]

This report focuses on the difference in degree completion and enrollment outcomes when viewed from the student (or systemwide) perspective as opposed to the institutional perspective. The terms *institutional retention* and *institutional completion rates* are used only when describing what happened to the students at the first institution they attended. The terms *student persistence* and *student completion rates* are used when describing what happened to them anywhere in postsecondary education, regardless of whether or not they stayed at the original institution.

Organization of the Report

A number of studies describing the 1995–96 beginning students in 1998, three years after they started postsecondary education, have already explored topics that will not be covered here. The completion rates of students in short-term vocational certificate programs, comparing beginning students at private for-profit and at public 2-year institutions, have already been described in detail (Berkner, Horn, and Clune 2000). The relationship of academic preparation in high school and student persistence at 4-year institutions during the first three academic years has also been analyzed, demonstrating the importance of completing a rigorous high school curriculum (Horn and Kojaku 2001). In addition, two recent reports have examined the relationship of financial aid and persistence during the first three years: a study of students who received Pell Grants (Wei and Horn 2002) and a study of the reasons for early departure from postsecondary education (Bradburn 2002).

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[3] This difference is stressed by both Tinto (1993) and Adelman (1999).

[4] Institutional completion rates are reported annually by ACT, based on a survey of institutions (available at http://www.act.org), and by the National Collegiate Athletic Association (NCAA) for its member institutions (available at http://www.ncaa.org). They are also reported to the U. S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS). For 4-year institutions, ACT reports five-year bachelor's degree completion rates, while the NCAA and IPEDS report six-year rates. ACT and IPEDS also report three-year associate's degree completion rates for 2-year institutions.

This report begins with a brief description of the types of institutions that the beginning students first attended in 1995–96, their transfer patterns during the six years under study, and where they were last enrolled as undergraduates. It then describes the *beginners*[5] in terms of their initial degree goals, their attendance patterns, and the extent to which they possess characteristics associated with a higher risk of not completing a degree. This section is followed by a description of students' persistence in postsecondary education and their attainment of various degrees after six years, both by their initial degree goals and by the type of institution first attended.

The next section examines the rates at which students who began at public 2-year institutions with an associate's or a bachelor's degree goal attained these two types of degrees, and the number of years they took to complete them. For the beginners at 4-year institutions with a bachelor's degree goal, this section shows their enrollment and degree attainment outcomes at the end of each of the six years under study, with a direct comparison of outcomes from the perspective of both the institution and the student.

The report then covers in more detail the bachelor's degree completion rates of students who began at 4-year institutions with a bachelor's degree goal and describes the percentage of beginners who completed a bachelor's degree in the expected four years and those who took longer to finish. The report concludes with a profile of the 1995–96 beginning students who had completed a bachelor's degree and graduated by June 2001 (within six years of starting); this section compares selected characteristics of graduates who started at 4-year institutions and completed the bachelor's degree in four years with those of graduates who took longer to finish, as well as compares the graduates who had started at community colleges with those who had started at 4-year colleges.

The rest of the report consists of a compendium of tables that provide more detail and additional information about the 1995–96 beginning students, including sections describing student persistence anywhere (section 2), institutional retention and transfers (section 3), and annual attrition (section 5) for those starting at public 2-year, public 4-year, and private not-for-profit 4-year institutions. The report also contains tables showing rates of persistence and degree attainment among beginners starting at any type of institution according to whether their initial degree goal was a certificate, an associate's degree, or a bachelor's degree (section 4), and tables that provide more information about transfer patterns (section 6). Tables in other sections show the annual enrollment or attainment status of students beginning at 4-year institutions with a bachelor's degree goal at the end of each of the six years from the perspective of institutional retention (section 7), student persistence anywhere (section 8), and staying on the persistence track to the bachelor's degree (section 9). Bachelor's degree completion rates for beginners at public and private not-for-profit 4-year institutions are shown in section 10, which includes rates of completion in four, five, and six years. Finally, section 11 provides additional information about distance education, academic performance, graduate school enrollment, employment, community service, student borrowing, and the use of credit cards and tuition tax credits.

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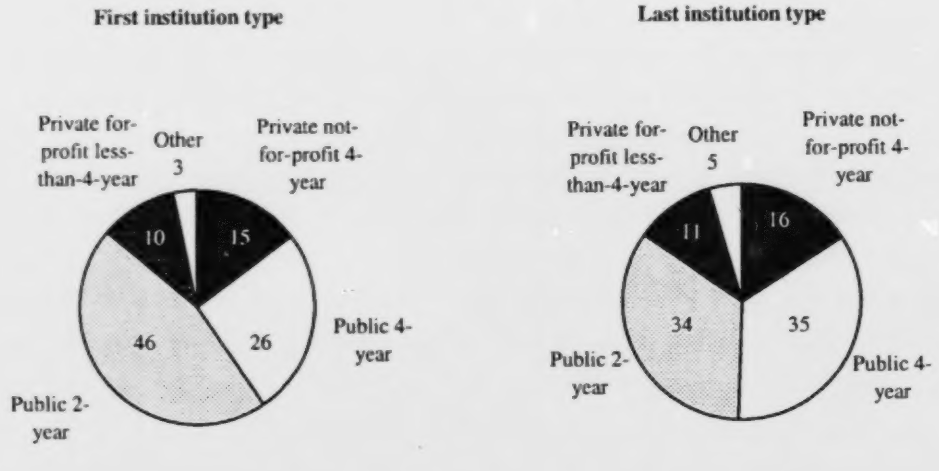
[5] For ease of presentation the report uses the term beginners to describe the 1995–96 beginning postsecondary students.

Types of Institutions Attended

When they first entered postsecondary education in 1995–96, the largest proportion of beginning students (46 percent) enrolled at public 2-year institutions (also called community colleges), and about one-fourth (26 percent) started at public 4-year institutions, 15 percent at private not-for-profit 4-year institutions and 10 percent at private for-profit institutions offering vocational programs of two years or less (figure 1). However, over the six years covered in this report, 40 percent of all the beginning students were also enrolled in at least one other

Figure 1.—Percentage distribution of 1995–96 beginning postsecondary students according to first and last types of institutions attended



NOTE: Detail may not sum to totals because of rounding. Numbers are based on compendium tables 1.0 and 1.1-B.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

postsecondary institution (table 1). About one-third (32 percent) of the beginners transferred[6] from their first institution to a different one, and 11 percent were sometimes coenrolled, taking courses at more than one institution at the same time. About one-fourth of the students who began at a public or private not-for-profit 4-year institution transferred to a different institution (27 and 24 percent, respectively), most frequently by the end of their first year.[7] Beginners at public 2-year institutions were even more likely to transfer (42 percent) than those beginning at 4-year institutions.

Table 1.—Percentage of 1995–96 beginning postsecondary students who attended more than one institution through June 2001, by first type of institution attended

	Number of institutions attended		Ever coenrolled	Ever transferred
	One	Two or more		
Total	59.7	40.3	10.8	32.1
First type of institution				
Public 2-year	52.8	47.2	11.4	41.5
Public 4-year	61.2	38.8	12.4	27.0
Private not-for-profit 4-year	62.8	37.2	13.1	23.7
Private for-profit less-than-4-year	78.2	21.8	2.9	17.2

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

No difference could be detected in the percentage of students beginning at public 4-year institutions who transferred to either another public 4-year institution or a public 2-year institution (table 2). Similarly, no difference could be detected in the percentage of students beginning at private not-for-profit 4-year institutions who transferred to either a public 4-year institution or a public 2-year institution. Those who began at public 2-year institutions, however, were more likely to transfer to public 4-year institutions than anywhere else (20 percent), although 11 percent transferred from one public 2-year institution to another. Overall, students were most likely to transfer to a public 4-year institution (14 percent) or to transfer to a public 2-year institution (10 percent).

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[6] In this study, a *transfer* is defined as occurring when a student is no longer enrolled in one institution (the origin) and subsequently enrolls in a different institution for at least four months (the destination). This definition is intended to exclude short summer school or occupational courses at a different institution. This transfer definition is not based on whether course credits were accepted at the destination institution because this is not always known.

[7] See compendium table 6.1-A. Among those who transferred from 4-year institutions, 49 percent left the first institution after the first year, and another 31 percent left after the second year.

Table 2.—Percentage distribution of 1995–96 beginning postsecondary students according to destination of first transfer, by first type of institution attended

	Type of institution of first transfer destination					
	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year	Other institutions	Never transferred
Total	9.9	14.1	3.7	2.7	1.7	67.9
First type of institution						
Public 2-year	11.1	20.4	4.4	3.7	1.9	58.5
Public 4-year	9.8	11.3	3.3	1.1	1.5	73.1
Private not-for-profit 4-year	7.7	10.0	4.4	1.1	0.6	76.3
Private for-profit less-than-4-year	8.3	1.7	0.8	3.8	2.7	82.8

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

The ways in which the beginners were redistributed among the types of institutions as a result of their transfers over the six years are also shown in figure 1, which compares the distribution of the beginners at the first type of institution attended and at the last type of institution attended as undergraduates.[8] For the 68 percent of students who never transferred, the last institution is the same as the first. The last type of institution where students were enrolled may represent any of the following: where they had completed a degree;[9] the institution from which they left postsecondary education without a degree; or where they were still enrolled in 2001. When comparing the distribution of students at the first type of institution attended with that at the last type attended as undergraduates, the proportion of students at the last type decreased for public 2-year institutions and increased for public 4-year institutions. When they were last enrolled, about one-third of the students were in public 4-year institutions, and about one-third of the students were in public 2-year institutions.

Degree Goals, Attendance Patterns, and Persistence Risk Factors

Degree Goals

Students begin their postsecondary education for a variety of reasons, but they usually intend to complete a program and earn a degree, although not necessarily at the institution where they first enrolled. At the 4-year institutions, most of the beginners (about 90 percent) said that they intended to complete a bachelor's degree (table 3). A small proportion (1 to 3 percent) of the beginners intended to complete a certificate or an associate's degree, which are also offered by some 4-year institutions.[10] Five percent said that they did not expect to complete any degree.

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[8] Ten percent of the students attended three or more institutions (see compendium table 1.1-B), so the last type of institution attended is not always the same as the first transfer destination.

[9] Although vocational certificates are not considered to be degrees in the strictest sense of the term, in this report they are considered as such, in the generic sense of a credential awarded to recognize the completion of an educational program.

Table 3.—Percentage distribution of 1995–96 beginning postsecondary students according to initial degree goal, by first type of institution attended

	Degree goal in 1995–96			
	Bachelor's degree	Associate's degree	Certificate	None
Total	48.9	25.7	13.8	11.6
First type of institution				
Public 2-year	24.8	48.9	10.8	15.6
Public 4-year	90.1	3.3	1.2	5.5
Private not-for-profit 4-year	91.4	2.7	0.8	5.0
Private for-profit less-than-4-year	1.3	16.1	65.3	17.4

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

At the public 2-year institutions, about one-half (49 percent) of the beginners expressed a goal of completing an associate's degree, and one-fourth (25 percent) said that they intended to transfer to a 4-year institution and complete a bachelor's degree. Eleven percent intended to complete a vocational certificate program, and 16 percent were enrolled with no particular degree goals. At the private for-profit institutions that offered less-than-4-year programs, about two-thirds (65 percent) of the beginners intended to complete a vocational certificate program, 16 percent wanted to complete an associate's degree, and 17 percent had no degree goal.

Attendance Patterns

The likelihood of actually achieving a degree goal within a specified period of time depends partly on the length of the program and the student's attendance intensity and enrollment continuity while in the program. Vocational certificate programs can usually be completed in less than two years, while associate's degree programs usually require at least two years and bachelor's degrees at least four years. Students who are always enrolled full time and are enrolled continuously can be expected to complete any degree program more rapidly than those who are enrolled part time or who take a break and are not enrolled continuously.[11]

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[10] Compendium table 1.0 shows the distribution of students by degree plans in the first year at the first type of institution.

Compared with beginners at other types of institutions, students who started at public 2-year institutions were the least likely to be always enrolled full time (26 percent), the most likely to be always enrolled part time (22 percent), and the most likely not to be enrolled continuously (39 percent) (table 4). Among beginners at private for-profit less-than-4-year institutions (who were concentrated in vocational certificate programs), a majority were always enrolled full time (70 percent) and were continuously enrolled (77 percent) in their relatively short-term programs. At the 4-year institutions, beginners at private not-for-profit colleges were more likely than those who began at public colleges to be always enrolled full time (69 percent vs. 61 percent) and to be enrolled continuously (82 percent vs. 75 percent).

Table 4.—Percentage distribution of 1995–96 beginning postsecondary students according to attendance intensity and enrollment continuity through June 2001, by first type of institution attended

	Attendance intensity through 2001			Enrollment continuity through 2001	
	Always full-time	Mixed	Always part-time	Continuously enrolled	Not continuously enrolled
Total	47.1	40.7	12.2	69.6	30.4
First type of institution					
Public 2-year	26.0	51.8	22.2	60.8	39.2
Public 4-year	61.2	36.2	2.7	75.0	25.0
Private not-for-profit 4-year	69.4	28.9	1.7	82.3	17.7
Private for-profit less-than-4-year	69.5	22.8	7.6	77.2	22.8

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Persistence Risk Factors

Part-time enrollment increases the time to get a degree, and it is one factor that puts students at risk of not completing their degree programs at all.[12] Another characteristic that has been linked to a decreased likelihood of attaining a degree is delaying entry into postsecondary education immediately after high school. Recent high school graduates who do not start college within a year of high school graduation are less likely to complete a higher education degree program than those who enroll immediately. Other factors that have been identified as increasing the risk of not completing a college degree are not having a regular high school diploma, having children, being a single parent, being financially independent of parents, and working full time while enrolled. In prior studies, a persistence risk index was developed that is based on the number of these adverse characteristics associated with a student (Horn 1996). All of these risk factors are also associated with *nontraditional* students, and the higher the risk index, the more nontraditional the student may be considered to be. Conversely, students with none of the risk factors may be considered to be highly *traditional* students: they enroll immediately after receiving a high school diploma, attend full time in the first year, are financially dependent on their parents, and work part time or not at all while enrolled.

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[11] *Continuous enrollment* is defined as being enrolled without a break of more than four months, which allows for a summer vacation. Students who have an enrollment break of more than four months are also called *stopouts*. Students who transfer may be both transfers and stopouts if they delay more than four months before enrolling at the transfer destination institution.

[12] The negative effect of the various risk factors discussed here has been documented in many NCES publications. See, for example, Carroll (1989); Horn and Premo (1995); Horn (1996); Berkner, Cuccaro-Alamin, and McCormick (1996); and Berkner, Horn, and Clune (2000). Adelman (1999) also includes some of these risk factors in his discussion of degree completion.

Beginners at the 4-year institutions were predominantly traditional: a minority had delayed starting college immediately after high school, and the majority (72–80 percent) had no risk factors at all (table 5). Those students who started at private not-for-profit 4-year institutions were more likely to be traditional than those starting at any other type of institution. By contrast, almost one-half (46 percent) of the beginners at public 2-year institutions had delayed entry after high school, and about one-half (53 percent) had two or more risk factors when they enrolled. The students who started postsecondary education in private for-profit less-than-4-year institutions were the most nontraditional of all: about three-fourths (71 percent) had either delayed their enrollment after high school or had two or more risk factors.

Table 5.—Percentage of 1995–96 beginning postsecondary students who delayed enrollment after high school, and percentage distribution by number of risk factors when first enrolled, by first type of institution attended

	Delayed postsecondary enrollment	Number of risk factors when first enrolled*		
		None	One	Two or more
Total	36.6	44.3	18.3	37.4
First type of institution				
Public 2-year	45.6	25.1	22.4	52.5
Public 4-year	18.0	72.4	16.5	11.0
Private not-for-profit 4-year	13.3	80.2	11.8	8.1
Private for-profit less-than-4-year	71.0	14.1	14.7	71.2

*Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Institution Type

In summary, most of the beginners at 4-year colleges and universities were traditional undergraduates pursuing a bachelor's degree as full-time students, and at least three-fourths were continuously enrolled. Those who began at private not-for-profit institutions were somewhat more likely than those at public institutions to be traditional, to be always enrolled full time, and to be enrolled continuously. As will be discussed later, beginners at private not-for-profit 4-year institutions were also more likely than those beginning at public 4-year institutions to enter college with mostly A's in high school, with more than one Advanced Placement test, and with SAT scores in the highest quartile.[13]

At the public 2-year institutions, on the other hand, about one-half of the beginners were nontraditional students, about three-fourths were not always enrolled full time, and about 40 percent were not enrolled continuously. About one-half of them had an associate's degree goal, one-fourth were pursuing a bachelor's degree, and about one-fourth were intending to get a vocational certificate or had no degree goals. At the private for-profit institutions, the majority of beginners were highly nontraditional students and had a goal of completing a vocational certificate program. Most of them were always enrolled full time and always enrolled continuously, in part because their programs could be completed in a relatively short period of time and because many of these institutions require full-time enrollment.[14]

Student Degree Attainment and Persistence After Six Years

The distribution of all the undergraduates who began postsecondary education in 1995–96 according to their initial degree goals is compared with their distribution by degree attainment or enrollment status after six years in figure 2. About one-half (49 percent) of all postsecondary beginners initially had a bachelor's degree goal (including those starting in less-than-4-year institutions), one-fourth (26 percent) had an associate's degree goal, and 14 percent had a certificate goal. Six years later in June 2001, 29 percent had actually attained a bachelor's degree, 10 percent had attained an associate's degree, and 12 percent had completed a certificate program. Fourteen percent had not attained any degree, but were still enrolled in postsecondary education. Of all 1995–96 beginning students, about one-third (35 percent) had left without attaining any type of degree and were no longer enrolled anywhere in June 2001.[15]

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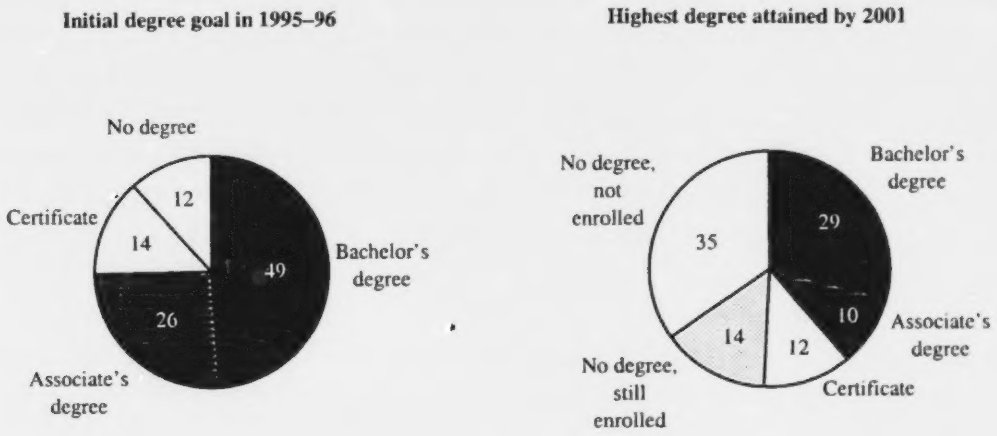
[13] See compendium table 1.1-A.

[14] Berkner, Horn, and Clune (2000) describe beginning students at less-than-4-year institutions in detail.

[15] Some of the students who had left without a degree may return and complete a program after June 2001, however.

Figure 2.—Percentage distribution of 1995–96 beginning postsecondary students according to initial degree goal in 1995–96 and highest degree attainment as of June 2001



NOTE: Detail may not sum to totals because of rounding. Numbers are based on tables 3 and 6.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Among those with an initial bachelor's degree goal (including students who began at less-than-4-year institutions), about one-half (53 percent) had attained a bachelor's degree by 2001, 7 percent had attained a lower-level degree, and about one-fourth (23 percent) had not attained any degree and were no longer enrolled (table 6). Among those with an initial associate's degree goal, about one-fourth (24 percent) had attained an associate's degree, 8 percent had earned a bachelor's degree, and 8 percent had completed a vocational certificate program. Among those with an initial certificate goal, about one-half (53 percent) had completed a certificate program, and a few (4 percent) had attained an associate's degree. Students with no degree goals when they started were the least likely to have attained any degree at all (28 percent) and the most likely to have left postsecondary education without a degree (56 percent).

Compared with the beginners at the other types of institutions, undergraduates who began at private not-for-profit 4-year institutions in 1995–96 had the highest rates of attainment and the lowest rates of attrition without a degree (table 7). Among all undergraduates who began at private not-for-profit 4-year institutions, 69 percent had attained a bachelor's degree within six years, although not necessarily at the institution where they had first enrolled. A small percentage

Table 6.—Percentage distribution of 1995–96 beginning postsecondary students according to degree attainment and persistence through June 2001, by initial degree goal

	Highest degree attained anywhere			No degree anywhere			Six-year student persistence summary		
				Still enrolled					
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At less-than-4-year institution	Not enrolled	Attained any degree	Still enrolled	Total persisted*
Total	28.8	10.0	12.0	8.8	5.6	34.8	50.8	14.4	65.2
Degree goal in 1995–96									
Bachelor's degree	53.3	4.6	3.0	12.5	3.6	23.0	60.9	16.1	77.0
Associate's degree	8.3	23.9	8.4	6.7	8.8	43.9	40.6	15.6	56.2
Certificate	0.5	3.7	52.6	0.9	4.6	37.9	56.7	5.4	62.1
None	7.6	9.2	10.8	7.9	8.3	56.3	27.6	16.1	43.7

*Attained any degree or still enrolled.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 7.—Percentage distribution of 1995–96 beginning postsecondary students according to degree attainment and persistence through June 2001, by first type of institution attended

	Highest degree attained anywhere			No degree anywhere			Six-year student persistence summary		
				Still enrolled					
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At less-than-4-year institution	Not enrolled	Attained any degree	Still enrolled	Total persisted*
Total	28.8	10.0	12.0	8.8	5.6	34.8	50.8	14.4	65.2
First type of institution									
Public 2-year	10.3	15.7	9.7	8.4	9.1	46.9	35.7	17.4	53.1
Public 4-year	53.0	4.4	2.8	14.5	2.8	22.5	60.2	17.3	77.5
Private not-for-profit 4-year	68.8	2.8	1.8	7.1	2.3	17.2	73.5	9.4	82.9
Private for-profit less-than-4-year	0.6	8.4	51.3	0.8	2.2	36.7	60.3	3.0	63.3

*Attained any degree or still enrolled.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

(about 5 percent) had attained associate's degrees or certificates, 9 percent had not attained any degree but were still enrolled somewhere, and 17 percent had left postsecondary education by June 2001 without attaining any degree. Undergraduates who began at public 4-year institutions were not as successful: 53 percent had attained a bachelor's degree, 17 percent were still enrolled somewhere but had not attained a degree, and 23 percent had attained no degree and were no longer enrolled.

Sixty percent of those who began at private for-profit less-than-4-year institutions had attained some type of degree, primarily certificates in short-term programs (51 percent). As shown in previous reports, students' failure to complete short-term certificate programs at private for-profit or any less-than-2-year institutions was not related to the number of risk factors they had.[16] The majority of beginners at private for-profit institutions were nontraditional students, but the majority were also enrolled full time and were able to complete their short-term programs at relatively high rates. The beginners at private for-profit institutions were concentrated in two categories: they had either completed a program (60 percent) or had left postsecondary education without a degree (37 percent); 3 percent were still enrolled at some institution without a degree by June 2001.

The types of degrees attained by the students who began at public 2-year institutions reflected the diversity of their degree goals and their background characteristics, as well as their high transfer rates. After six years, 10 percent of the beginners at public 2-year institutions had attained a certificate, 16 percent had attained an associate's degree, and another 10 percent had completed a bachelor's degree after transferring to a 4-year institution. However, after six years, the beginners at public 2-year institutions were less likely to have attained a degree anywhere (36 percent) than those beginning at the other types of institutions. They were also more likely to have left postsecondary education without any degree (47 percent), although 17 percent were still enrolled somewhere without a degree in 2001. In part, this high rate of attrition reflects the high rates of part-time attendance and discontinuous enrollment noted earlier among the beginners at community colleges.

Attainment Rates Among Students Beginning at Public 2-Year Institutions

Public 2-year institutions serve a diverse body of students who enroll with a variety of educational goals. Two important missions of community colleges, among others, are to offer associate's degree programs in applied fields and in the liberal arts, either as terminal degrees or as the first two years of for-credit courses that the students can use to transfer to a 4-year institution and complete a bachelor's degree program. As shown earlier, about one-half of the beginning students at public 2-year colleges intended to attain an associate's degree, and another one-fourth intended to transfer to a 4-year institution and complete a bachelor's degree. As also shown earlier, about one-fourth of the beginners at public 2-year institutions did transfer to a 4-year institution. Because it is not necessary to complete an associate's degree before transferring to a 4-year institution, the associate's degree attainment rates are only partially valid as a measure of student success at public 2-year institutions.

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[16] See Berkner, Cuccaro-Alamin, and McCormick (1996) and Berkner, Horn, and Clune (2000). Attainment rates of beginners with a certificate goal are shown in compendium table 4.1-D.

Those students who began at public 2-year institutions and had expressed an associate's or bachelor's degree goal in 1995–96 represented about three-fourths of the beginners at those institutions.[17] After six years, 31 percent of these students had attained either an associate's or a bachelor's degree: 23 percent had completed an associate's degree, and 13 percent had completed a bachelor's degree, including 5 percent who had completed both (table 8). Those with an initial bachelor's degree goal were more likely to attain a bachelor's degree (23 percent) than those with an associate's degree goal (8 percent), but about 5 percent of both groups earned both degrees. However, among those students who actually did transfer to a 4-year institution (regardless of their initial goals), 36 percent attained a bachelor's degree within six years of starting community college.

The low percentage of all beginners at public 2-year institutions who were always enrolled full time and the high percentage who were not enrolled continuously are reflected in the number of years that they took to attain an associate's degree. Four percent of the beginners at public 2-year institutions completed an associate's degree in the expected two years; 10 percent took three years; and another 9 percent took more than three years. Among those who were always enrolled full time, 11 percent completed an associate's degree in two years. Beginners who were always enrolled part time (about one-fifth of those starting at public 2-year institutions) were unlikely to attain any degree: 2 percent completed associate's degrees in six years. The most traditional students (those with no persistence risk factors) were more likely than nontraditional students with two or more risk factors to complete their programs, both for associate's degrees (35 percent vs. 16 percent) and for bachelor's degrees (24 percent vs. 5 percent).

Bachelor's Degree Completion at 4-Year Institutions After Six Years

Institutional Versus Student Completion Rates

The attainment rates displayed so far reflect the persistence of students anywhere in postsecondary education, and not necessarily their degree attainment at the first institution attended. When 4-year colleges and universities report their graduation rates, they are reporting the percentage of first-time freshmen who completed a bachelor's degree at that institution within

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[17] See compendium table 1.1-A.

Table 8.—Percentage of students beginning at public 2-year institutions in 1995–96 with an associate's or a bachelor's degree goal who had completed an associate's or a bachelor's degree by June 2001, and the number of years to complete the degree, by enrollment characteristics and risk factors

	Attained	Combination of degrees attained			Years to complete associate's degree				Years to complete bachelor's degree		
	associate's or bachelor's degree	Associate's, no bachelor's	Associate's and bachelor's	Bachelor's, no associate's	2 years or less	2 to 3 years	More than 3 years*	6-year total	4 years or less	More than 4 years*	6-year total
Total with associate's or bachelor's goal	31.1	18.2	5.0	7.9	4.0	10.0	9.2	23.2	2.5	10.5	12.9
Degree goal in 1995–96											
Associate's goal	29.9	22.1	5.3	2.6	5.3	11.4	10.7	27.3	1.6	6.2	7.9
Bachelor's goal	33.4	10.5	4.5	18.5	1.5	7.2	6.2	14.9	4.1	18.8	22.9
Ever transferred to 4-year institution	56.9	20.5	14.4	22.0	8.1	18.0	8.8	34.9	6.8	29.6	36.4
Attendance intensity through 2001											
Always full-time	44.2	21.1	12.7	10.5	10.6	16.1	7.1	33.8	4.1	19.1	23.2
Mixed	32.7	21.3	2.5	8.9	1.8	9.7	12.2	23.8	2.4	9.0	11.3
Always part-time	1.7	1.7	#	#	#	#	1.7	1.7	#	#	#
Enrollment continuity through 2001											
Continuously enrolled	39.6	20.2	7.5	11.8	5.6	13.4	8.8	27.7	3.4	15.9	19.3
Not continuously enrolled	18.7	15.2	1.3	2.2	1.8	5.0	9.7	16.5	1.1	2.5	3.6
Delayed postesecondary enrollment											
Did not delay	37.0	19.3	6.3	11.3	5.7	9.9	10.1	25.6	3.6	14.1	17.7
Delayed	22.9	16.5	3.2	3.2	1.7	10.8	7.2	19.7	1.0	5.4	6.4
Number of risk factors when first enrolled											
None	49.3	25.5	9.4	14.4	9.7	16.1	9.1	34.9	4.6	19.2	23.8
One	32.7	17.3	5.9	9.6	1.4	11.4	10.3	23.1	1.8	13.6	15.5
Two or more	19.2	14.1	1.9	3.2	1.9	5.8	8.3	15.9	1.6	3.6	5.1
Students who attained degrees by 2001											
Attained associate's degree (or both)	100.0	78.5	21.5	†	17.3	43.2	39.5	100.0	5.5	16.0	21.5
Attained bachelor's degree (or both)	100.0	†	38.6	61.4	17.5	18.5	2.5	38.6	19.1	80.9	100.0
Attained both associate's and bachelor's	100.0	†	100.0	†	45.4	48.1	6.5	100.0	25.7	74.3	100.0

†Not applicable.

#Rounds to zero.

*Up to 6 years.

NOTE: This table excludes attainment of certificates. Detail may not sum to totals because of rounding. Persistence risk factors include: Delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full-time while enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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a certain time period.[18] Institutions usually do not know what happened to the students who left without a degree. When students leave an institution, they may either leave postsecondary education permanently or transfer somewhere else.[19] From the institutional perspective, all of the students who leave before completing a degree at that institution are considered to be dropouts. From the perspectives of the students as well as of the postsecondary education system as a whole, transfers are not dropouts: they are persisting students who have decided to attend a different institution.

This section of the report examines the bachelor's degree completion rates after six years for the students who started at 4-year institutions in 1995–96. It compares students' completion rates at the first institution attended (*institutional completion rates*) with students' completion rates at any 4-year institution (*student completion rates*). Among all beginners at 4-year institutions in 1995–96, 51 percent completed a bachelor's degree within six years at the first institution attended (table 9). However, when those who transferred out of the first institution are also included, the percentage of beginners who actually completed a bachelor's degree within six years (at any 4-year institution) increases to 58 percent.

Table 9.—Percentage of students beginning at 4-year institutions in 1995–96 who had completed a bachelor's degree at the first institution attended or at any 4-year institution by June 2001, by subcategories of beginning students

		Bachelor's degree completion rates after six years	
	Percent of total	Institutional completion rate at first institution	Student completion rate at any institution
Total beginners at 4-year institutions	100.0	50.7	58.2
Subcategories of beginners			
Enrolled full time first year	90.4	54.1	62.0
Had a bachelor's degree goal	90.3	55.3	62.7
Had a bachelor's degree goal and enrolled full time first year	82.9	58.0	65.6
Recent high school graduates (did not delay entry)	83.2	55.1	63.7
Recent high school graduates with a bachelor's degree goal	76.5	59.2	67.4
Recent high school graduates with a bachelor's degree goal and enrolled full time first year	73.0	60.6	68.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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[18] Institutional completion rates are reported to the U.S. Department of Education in IPEDS and to the NCAA, as well as in an annual ACT survey. See note 4 for more details.

[19] They may also leave temporarily and return later as "stopouts." These situations present a particular measurement problem that is discussed later.

Bachelor's degree completion rates not only differ by whether they reflect the institutional or student perspective, but also by which subcategories of beginning students are being included when calculating the rates. Four-year institutions often report the completion rates only for entering first-time freshmen who were enrolled full time when they began postsecondary education (90 percent of the 1995–96 beginners): this group had an institutional completion rate of 54 percent. As shown earlier, about 10 percent of the beginners at 4-year institutions did not expect to attain a bachelor's degree, sometimes because they were enrolled in associate's degree or certificate programs also offered at the institution. Including only those beginners with a bachelor's degree goal (90 percent), the institutional completion rate was 55 percent. Including only first-time beginners who were enrolled full time when they started and who also had a bachelor's degree goal (83 percent of all beginners), then the bachelor's degree completion rate at the first 4-year institution was 58 percent, and 66 percent for students at any 4-year institution.

Sometimes interest centers on recent high school graduates who started college immediately after high school (83 percent of the beginners at 4-year institutions). As shown in table 9, the institutional completion rate for all the beginners at 4-year institutions who were recent high school graduates was 55 percent. If the focus is only on beginners who were recent high school graduates and who also had a bachelor's degree goal (77 percent of the beginners), the bachelor's degree completion rate was 59 percent at the first institution attended, and the comparable completion rate for these students anywhere was 67 percent. Finally, if only first-time beginners who were recent high school graduates, had a bachelor's degree goal, and also started as full-time students at 4-year institutions are included (73 percent of the beginners), then the six-year completion rate at the first institution attended was 61 percent, and the student completion rate anywhere was 69 percent.

The bachelor's degree completion rates reported by institutions are lower than the student completion rates because the institutions cannot include those who transferred and completed a bachelor's degree at a different institution. In addition, both the institutional and student completion rates may differ according to which subcategories of beginners are included in the calculations. The institutional completion rates at the first 4-year institution could be stated as any of the following: 51 percent of all beginners; 55 percent of the beginners with a bachelor's degree goal; 55 percent of the beginners who were recent high school graduates; or 61 percent of the beginners who were recent high school graduates, had a bachelor's degree goal, and were enrolled full time the first year. Similarly, the student completion rate for beginners who completed a bachelor's degree anywhere could be stated as 58 percent of all beginners at 4-year institutions; 63 percent of those with a bachelor's degree goal; 64 percent of those who were recent high school graduates; or 69 percent of those who were recent high school graduates, had a bachelor's degree goal, and began as full-time students. That is, of all the recent high school graduates who started full time at any 4-year college or university with a bachelor's degree goal in 1995–96, about two-thirds completed a bachelor's degree within six years.

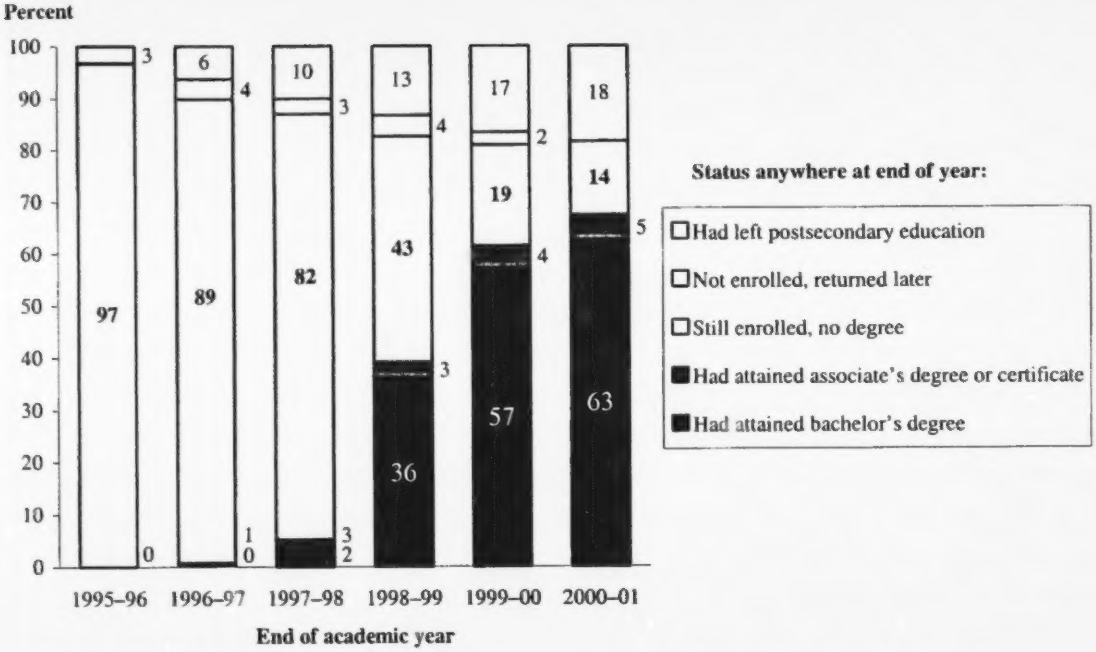
Although any of the subcategories discussed above could have been chosen, the rest of this report focuses on the beginners at 4-year institutions who had a bachelor's degree goal (90 percent of the total). This proportion excludes those who had certificate or associate's degree goals at 4-year institutions and those who had no degree goals, but it includes those who started as part-time students and those who had not started college immediately after finishing high school.

Enrollment Status of Beginners With a Bachelor's Degree Goal at the End of Each Year

The attainment or enrollment status at the end of each of the six academic years for first-time beginners who had a bachelor's degree goal and started at any 4-year institution in 1995–96 is displayed in figure 3. It presents the student perspective by focusing on the proportion of students who had attained a degree anywhere by the end of that academic year and the proportion who had left postsecondary education by then and had not re-enrolled anywhere else by June 2001. The attrition rates shown at the end of each academic year at the top of each bar are cumulative: in June 1996, 3 percent of the beginners were no longer enrolled and had never re-enrolled anywhere by 2001; at the end of the second year (June 1997), 6 percent of the beginners were not enrolled anywhere and had never returned (this number includes the 3 percent who left by the end of the first year), and so on. By the end of the sixth year (June 2001), a total of 18 percent had left postsecondary education without a degree and had not returned to any institution.

The percentages of stopouts who were not enrolled at any time during that academic year, but who returned in a following year and enrolled at some postsecondary institution, are also shown in figure 3. The percentages presented here are not cumulative because in each year stopouts are reclassified as enrolled or as having attained a degree. Stopouts who were not enrolled at all during the year represented 2 to 4 percent of the students in the second through fifth academic years. Because the survey period ended in June 2001, the percentage of stopouts in the last year cannot be known (because we do not know who might return in some future year); they are included with those who left postsecondary education (permanently, as far as we know). The inability to detect the proportion of stopouts means that the true rate of permanent attrition (leaving without a degree) from postsecondary education will always be somewhat lower than that measured at any particular point in time.

Figure 3.—Percentage distribution of students with a bachelor's degree goal who were first-time beginners at a 4-year institution in 1995–96, by their persistence and degree attainment anywhere in postsecondary education, at the end of each academic year through 2000–01



NOTE: Detail may not sum to totals because of rounding. Numbers are based on section 8 of the compendium tables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

At the end of the fourth year (June 1999), 36 percent of the students had completed a bachelor's degree (including the 2 percent who had already attained a bachelor's degree by the end of the third year). At the end of the fifth year, 57 percent of the beginners at 4-year institutions with initial bachelor's degree goals had attained a bachelor's degree at some 4-year institution, and at the end of the sixth year, 63 percent had done so.

The attainment and enrollment outcomes at the end of each academic year for the same students are presented in figure 4, but only at the first 4-year institution attended. From this institutional perspective of retention, beginning students who leave and do not return are counted as dropouts, whether they actually leave postsecondary education from that institution or transfer elsewhere. The cumulative percentage who had left but then transferred to a different institution

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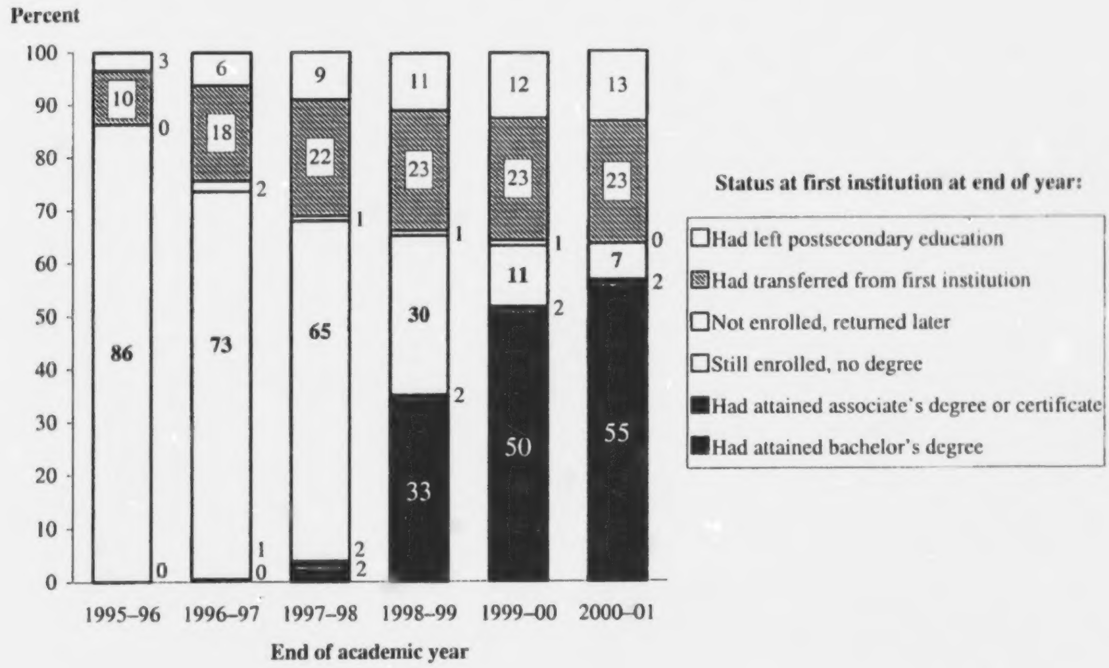
Figure 4.—Percentage distribution of students with a bachelor's degree goal who were first-time beginners at a 4-year institution in 1995–96, by institutional retention and degree attainment at the first institution attended, at the end of each academic year through 2000–01



NOTE: Detail may not sum to totals because of rounding. Numbers are based on section 7 of the compendium tables. Students who transferred after attaining a degree are only included in the attainment categories.

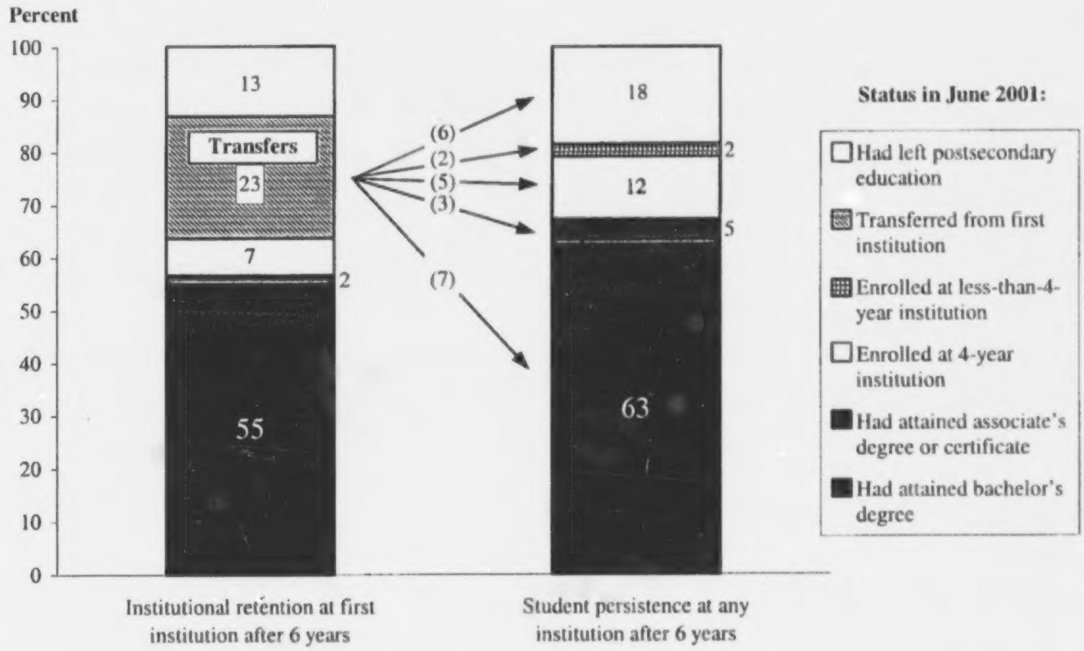
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

was 10 percent by the end of the first year, 18 percent by the end of the second year (including the 10 percent at the end of the first year), 22 percent by the end of the third year, and about 23 percent through the end of the sixth year (because there were few additional transfers in the fifth and sixth years).

The cumulative percentage of beginning students who were not enrolled at the first institution at the end of the academic year and had never enrolled anywhere else by June 2001 was 3 percent at the end of the first year, 6 percent at the end of the second year (including the 3 percent at the end of the first year), 9 percent at the end of the third year, and so on. By the end of the sixth academic year (June 2001), 13 percent had left postsecondary education permanently (as far as we know) directly from the first institution, 23 percent had transferred somewhere else and therefore could not have completed a bachelor's degree at the first institution, and 55 percent had completed a bachelor's degree at the 4-year college where they had started in 1995–96.

The relationship between the rates of institutional attainment and retention and the rates of student attainment and persistence anywhere in postsecondary education are illustrated in figure 5. After six years, 13 percent of the beginners had left postsecondary education directly from the institution where they had started and never re-enrolled elsewhere. Another 23 percent were not retained at the first institution, but had transferred to a different institution. The percentages of

Figure 5.—Percentage distribution of students with a bachelor's degree goal who were first-time beginners at a 4-year institution in 1995–96, by their enrollment status or degree attainment at the first institution attended and anywhere in postsecondary education, as of June 2001



NOTE: Detail may not sum to totals because of rounding. Numbers are based on compendium tables 4.3-A and 7.6. Students who transferred after attaining a degree are only included in the attainment categories.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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students who transferred from the first institution and then either left postsecondary education or continued their studies are represented by the numbers in the arrows that point to their status anywhere in postsecondary education after six years. Six percent had transferred and then left postsecondary education without a degree after attending the transfer institution. Another 5 percent had transferred and were still enrolled without a degree at a different 4-year institution, and 2 percent had transferred and were enrolled without a degree at a less-than-4-year institution. Three percent had transferred and then completed an associate's degree or a certificate at a less-than-4-year institution. Seven percent, however, had transferred and then completed a bachelor's degree at a different 4-year institution.

Bachelor's Degree Completion Rates, Enrollment Patterns, and Student Characteristics

This section of the report examines the bachelor's degree completion rates of the 1995–96 beginners at 4-year institutions who had a bachelor's degree goal by student enrollment patterns, academic preparation, and demographic characteristics. It addresses both the institutional rates of completion at the first 4-year institution attended and the student completion rates for the same students at any 4-year institution, which includes the transfers. In addition to presenting the total bachelor's degree attainment rates after six years, this section presents the percentage of beginners who completed a bachelor's degree in the expected four-year period (48 months or less since beginning) and those who took five to six years to finish (49 to 72 months since beginning).[20]

Institutional Completion Rates at Public and Private Not-for-Profit Institutions

By June 2001, 34 percent of the 1995–96 beginners with a bachelor's degree goal had completed that degree at their initial institution within four years, and another 21 percent had finished in five to six years, for a total of 55 percent completing a bachelor's degree at the initial institution within six years of starting there (table 10).[21] Those who began at a private

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[20] The compendium tables in section 10 show the individual completion rates for four, five, and six years at public and at private not-for-profit institutions.

[21] These completion rates are based on the number of months between the date of first enrollment and bachelor's degree completion. The four-year rate includes those who completed in 48 months or less after they first enrolled, and the five- to six-year rate includes those who took more than 48 months to finish. Since some of the 1995–96 beginners did not start until spring 1996, these rates may differ slightly from the bachelor's degree attainment percentages displayed in other tables in this report, which measure the rates of bachelor's degree attainment at the end of the fourth or fifth academic years (as of June 1999 and June 2000, respectively) rather than the percentage of students who completed the degree within 48 or 49–60 months after beginning. Students who started in spring 1996 and completed the degree in 48 months, for example, would have finished during the fifth academic year of this study (1999–2000).

Table 10.—Percentage of students beginning at 4-year institutions in 1995–96 with a bachelor's degree goal who completed a bachelor's degree at the first institution attended or at any 4-year institution by June 2001, and the number of years to complete the degree, by type of first institution, enrollment patterns, academic preparation, and student characteristics

	Bachelor's degree completion rate					
	At first 4-year institution			At any 4-year institution		
	4 years or less	More than 4 years*	6-year total	4 years or less	More than 4 years*	6-year total
Total beginners with a bachelor's degree goal	34.2	21.1	55.3	36.5	26.1	62.7
First institution type and highest offering						
Public 4-year	24.3	25.7	50.0	26.3	31.0	57.3
Non-doctorate-granting	18.6	21.7	40.3	20.9	28.0	48.9
Doctorate-granting	27.4	27.8	55.2	29.2	32.6	61.8
Private not-for-profit 4-year	51.5	13.8	65.3	54.6	18.4	73.0
Non-doctorate-granting	48.2	13.8	62.0	50.8	18.8	69.6
Doctorate-granting	57.6	13.8	71.4	61.5	17.8	79.3
Transfer status						
Never transferred	44.7	27.7	72.4	44.7	27.7	72.4
Transferred to public 4-year	†	†	†	13.5	31.7	45.2
Transferred to private 4-year	†	†	†	23.7	26.9	50.6
Attendance intensity through 2001						
Always full-time	42.2	22.8	65.0	45.0	27.8	72.8
Mixed	19.9	18.8	38.8	21.5	24.2	45.7
Always part-time	#	#	#	#	#	#
Enrollment continuity through 2001						
Continuously enrolled	41.7	24.4	66.1	44.2	29.4	73.6
Not continuously enrolled	5.0	8.5	13.5	6.8	13.7	20.4
Number of Advanced Placement tests taken						
None	26.9	22.1	49.0	28.9	27.4	56.3
One	42.5	22.3	64.8	44.9	27.2	72.1
Two or more	57.3	17.5	74.8	60.9	21.4	82.3
Grade-point average in high school						
B's or less	16.8	21.4	38.2	18.5	27.0	45.5
B+ to A-	32.2	24.7	56.9	35.2	30.0	65.2
Mostly A's	52.3	21.5	73.8	55.3	26.8	82.0
SAT combined score						
Low quartile (400–700)	13.2	19.6	32.9	14.2	23.2	37.4
Middle quartiles (710–1020)	28.7	24.5	53.2	30.9	30.7	61.6
High quartile (1030–1600)	53.0	19.0	72.0	56.5	23.1	79.6

See footnotes at end of table.

Table 10.—Percentage of students beginning at 4-year institutions in 1995–96 with a bachelor's degree goal who completed a bachelor's degree at the first institution attended or at any 4-year institution by June 2001, and the number of years to complete the degree, by type of first institution, enrollment patterns, academic preparation, and student characteristics—Continued

	Bachelor's degree completion rate					
	At first 4-year institution			At any 4-year institution		
	4 years or less	More than 4 years*	6-year total	4 years or less	More than 4 years*	6-year total
Gender						
Male	29.5	22.5	52.0	31.0	27.7	58.7
Female	38.1	20.0	58.0	41.1	24.9	66.0
Race/ethnicity						
White, non-Hispanic	37.8	21.2	59.0	40.5	26.3	66.8
Black, non-Hispanic	19.8	21.1	40.9	20.8	24.9	45.7
Hispanic	22.7	18.6	41.3	24.7	22.6	47.3
Asian/Pacific Islander	40.0	23.8	63.8	41.5	28.9	70.5
Dependent family income in 1994						
Less than $25,000	23.5	23.3	46.8	25.6	28.1	53.7
$25,000–44,999	32.1	20.2	52.3	33.8	25.4	59.1
$45,000–69,999	36.8	23.0	59.7	38.8	28.8	67.6
$70,000 or more	45.9	21.5	67.5	49.7	27.0	76.6
Delayed postsecondary enrollment						
Did not delay	36.3	22.9	59.2	38.9	28.4	67.4
Delayed	22.9	11.3	34.2	23.5	13.4	36.8
Number of risk factors when first enrolled						
None	39.6	22.7	62.3	42.2	28.4	70.6
One	21.5	21.1	42.6	24.0	25.0	49.0
Two or more	11.1	8.1	19.2	11.4	9.6	20.9
Beginners who completed a bachelor's degree	61.8	38.2	100.0	58.3	41.7	100.0
First institution type and highest offering						
Public 4-year	48.7	51.4	100.0	45.9	54.1	100.0
Non-doctorate-granting	46.2	53.8	100.0	42.8	57.3	100.0
Doctorate-granting	49.6	50.4	100.0	47.3	52.7	100.0
Private not-for-profit 4-year	78.9	21.1	100.0	74.8	25.2	100.0
Non-doctorate-granting	77.7	22.3	100.0	73.0	27.0	100.0
Doctorate-granting	80.7	19.3	100.0	77.6	22.4	100.0

†Not applicable.

#Rounds to zero.

*Up to 6 years.

NOTE: These completion rates are based on the number of months between the date of first enrollment and bachelor's degree completion. The 4-year rate includes those who completed in 48 months or less after they first enrolled. These rates may differ slightly from bachelor's degree attainment percentages based on status at the end of an academic year. Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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not-for-profit institution were more likely to have completed their bachelor's degree at that institution within six years than those who began at a public institution (65 percent vs. 50 percent) and to have completed in four years (52 percent vs. 24 percent).

In both the public and the private not-for-profit sectors, those who began at a doctorate-granting university were more likely to have completed their degrees at that institution within six years than those who began at a 4-year college that did not grant doctorates. The completion rates after six years at the first 4-year institution attended were about 40 percent at public colleges that did not have doctoral programs, about 60 percent at public universities that granted doctorates or at private not-for-profit colleges that did not have doctoral programs, and about 70 percent at private not-for-profit doctorate-granting universities.[22]

At the public 4-year institutions, about one-fourth (24 percent) of the beginners completed a bachelor's degree at their first institution within four years, and another one-fourth (26 percent) took five to six years to finish there. The percentage completing in four years was higher for beginners at public doctorate-granting institutions than for those at public institutions that did not offer doctoral programs (27 percent vs. 19 percent). Beginners at private not-for-profit colleges and universities were more likely than their counterparts at public institutions to complete a bachelor's degree in four years instead of taking longer: about one-half (51 percent) of the beginners at private not-for-profit institutions completed a bachelor's degree at the same institution where they had started in the expected four years, and 14 percent took longer.

Student Completion Rates at Any Institution

Transfer Status

The bachelor's degree completion rates of students at any institution include those who transferred out of their initial institution (about one-fourth of the beginners at 4-year institutions) (table 10). The beginners who stayed at their original college or university had higher completion rates than those who transferred to another 4-year institution: 72 percent of those who never transferred had completed a bachelor's degree within six years, compared with 51 percent of those who transferred to a private not-for-profit institution and 45 percent of those who transferred to a public 4-year institution. Transfer students were also less likely to have completed a bachelor's degree in four years than those who never transferred. One reason for the lower completion rates of students who transferred was that about 30 percent of them were also stopouts who delayed before enrolling in the second institution.[23]

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[22] No difference could be detected between the completion rates at public doctorate-granting and private not-for-profit non-doctorate-granting institutions (55 and 62 percent, respectively).

Enrollment Patterns

Full-time attendance and enrollment continuity were associated with high rates of bachelor's degree completion for students. Among the beginners who were always enrolled full time and those who were continuously enrolled, about three-fourths (73–74 percent) had completed a bachelor's degree at some 4-year institution within six years. By contrast, among those students who had a break in enrollment continuity of more than four months (not continuously enrolled), 20 percent had completed a bachelor's degree by June 2001. The beginners who were always enrolled full time were more likely to complete a bachelor's degree in four years than those with a mixed full-time and part-time enrollment pattern (45 percent vs. 22 percent).[24]

Academic Preparation

To measure their level of academic preparation before students started college, this analysis used three indicators: the number of Advanced Placement (AP) tests taken; their grade-point average in high school; and their combined SAT I test scores. All of these measures were related to completing a bachelor's degree in the expected four-year period. The students who had taken two or more AP tests, who had mostly A's in high school, or who had high SAT test scores were more likely than those who were less well prepared to complete a bachelor's degree in four years. The better-prepared students completed bachelor's degrees at relatively high rates: more than one-half (55–61 percent) graduated in four years, and about 80 percent graduated within six years.

Demographic Characteristics

Some demographic characteristics of the beginners were also related to differences in their completion rates. Women were more likely than men to have completed a bachelor's degree after six years (66 percent vs. 59 percent) and to finish in four years (41 percent vs. 31 percent). Hispanic and Black, non-Hispanic beginners were less likely to have completed a bachelor's degree by June 2001 (46–47 percent) than White, non-Hispanic or Asian/Pacific Islander beginners (67–71 percent). Completion of a bachelor's degree within six years was also related to the family income of dependent students when they began: 54 percent of students in the lowest income group completed their degrees, compared with 77 percent of those in the highest income group.

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[23] BPS:96/01 Data Analysis System. Not shown in tables.

[24] A mixed enrollment pattern includes students who were ever enrolled part time during the six years, even if they were primarily enrolled full time.

Persistence Risk Factors

Recent high school graduates who went to college immediately were more likely to complete a bachelor's degree in six years than the beginners who had delayed entry (67 percent vs. 37 percent). The six-year completion rate for traditional students who started college with no persistence risk factors was 71 percent, compared with 49 percent for those who had one risk factor and 21 percent for those who had two or more risk factors. Moreover, students with no persistence risk factors were more likely to complete a bachelor's degree in four years than they were to finish in more than four years (42 percent vs. 28 percent); however, among those with one risk factor, no difference could be detected between the percentage who took more than four years to finish and the percentage who finished in four years (24–25 percent).

Summary

In summary, beginners at private not-for-profit colleges and universities had higher bachelor's degree completion rates than those who began at public 4-year institutions and were also more likely to graduate in four years. Regardless of where they had started, students who did not transfer, who were always enrolled full time, or who were continuously enrolled without a break had relatively high six-year completion rates (72–74 percent), and about 45 percent graduated in four years.

Students who entered college with good academic preparation had high completion rates. About 80 percent completed a bachelor's degree within six years, and more than one-half (55–61 percent) graduated in four years. Women had higher completion rates than men and were more likely to finish in four years. Hispanic and Black, non-Hispanic students had lower completion rates than Asian/Pacific Islander or White, non-Hispanic students, and low-income dependent students had lower completion rates than high-income dependent students. Finally, traditional students with no risk factors (who entered college immediately after high school, enrolled full time, and were dependent on their parents for support) had higher bachelor's degree completion rates (71 percent within six years) than nontraditional students, who started college with one or more risk factors.

Profile of the 1995–96 Beginners Who Had Completed a Bachelor's Degree and Graduated by June 2001

This section provides a profile of the 1995–96 beginning students who had completed a bachelor's degree by June 2001 and a comparison of the characteristics of graduates who began at a 4-year college or university and completed a bachelor's degree in four years with the characteristics of their counterparts who took longer to finish. It also compares the characteristics of college graduates who started at a 4-year institution with those of graduates who transferred to a 4-year institution from a community college.

Institution Type

Among those who completed a bachelor's degree in the expected four-year period, about one-half (54 percent) received their degrees at a private not-for-profit 4-year institution, and most (93 percent) had never left their original institution (table 11). Among those who took longer than four years to complete a bachelor's degree, about three-fourths (77 percent) had graduated from a public institution and about one-fifth (21 percent) had transferred from a 4-year institution. Eighty percent of the transfers from public 2-year institutions who completed a bachelor's degree within six years graduated from a public 4-year institution, reflecting the predominant transfer pattern from public 2-year institutions noted earlier.

Academic Preparation

The students who graduated in four years were well prepared when they entered college. More than one-half had received mostly A's in high school (62 percent) and had SAT test scores in the highest quartile among college freshmen (56 percent), and 30 percent had taken two or more AP tests. Those who took longer than four years to complete a bachelor's degree were less likely than those who finished in four years to have had all A's in high school (44 percent), to have had SAT scores in the highest quartile (32 percent), and to have taken two or more AP tests (15 percent). Compared with the graduates who had started at 4-year institutions, those who had transferred from a public 2-year institution were less likely to have had A's in high school (26 percent), to have had high SAT scores (22 percent), and to have taken two or more AP tests (3 percent).

Table 11.—Percentage distribution of students who began at 4-year institutions or public 2-year institutions in 1995–96 and completed a bachelor's degree by June 2001 according to type of institution granting the bachelor's degree, academic preparation, and student characteristics

	Beginners at 4-year institutions			Transfers from public 2-year institutions
	Total bachelor's	Years to complete bachelor's degree		
		4 years or less	More than 4 years*	
Total	100.0	100.0	100.0	100.0
Institution granting bachelor's degree				
Public 4-year	58.9	45.7	76.7	79.8
Private not-for-profit 4-year	41.1	54.3	23.3	20.2
Transfer status				
Never transferred	87.1	93.1	78.9	†
Transferred	12.9	6.9	21.1	100.0
Number of Advanced Placement tests taken				
None	61.2	53.8	71.5	94.2
One	15.2	16.1	13.9	3.1
Two or more	23.6	30.1	14.6	2.7
Grade-point average in high school				
B's or less	15.5	10.5	22.6	27.4
B+ to A-	29.7	27.0	33.5	46.3
Mostly A's	54.8	62.4	43.9	26.3
SAT combined score				
Low quartile (400–700)	7.4	4.8	11.0	20.7
Middle quartiles (710–1020)	47.0	39.8	57.1	57.2
High quartile (1030–1600)	45.6	55.5	31.9	22.1
Delayed postsecondary enrollment				
Did not delay	90.9	90.4	91.7	82.2
Delayed	9.1	9.6	8.3	17.8
Gender				
Male	42.3	38.5	47.3	49.3
Female	57.8	61.5	52.7	50.7
Race/ethnicity				
White, non-Hispanic	77.0	79.7	73.2	86.3
Black, non-Hispanic	7.9	6.1	10.3	3.7
Hispanic	8.1	7.1	9.4	7.1
Asian/Pacific Islander	7.1	7.1	7.0	2.9
Dependent family income in 1994				
Less than $25,000	17.4	14.0	22.1	15.5
$25,000–44,999	18.5	18.0	19.3	29.6
$45,000–69,999	27.3	26.9	27.9	21.9
$70,000 or more	36.8	41.2	30.8	33.0
Number of risk factors when first enrolled				
None	85.8	87.9	82.9	55.9
One	11.3	9.4	13.9	27.2
Two or more	3.0	2.7	3.2	16.9

†Not applicable

*Up to 6 years.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Demographic Characteristics

Women represented a majority (62 percent) of the college graduates who had started at a 4-year institution in 1995–96 and completed a bachelor's degree in four years. There were no detectable differences between men and women among the college graduates who began at 4-year institutions and took longer than four years to complete their degrees, or among those who had started at public 2-year institutions. White, non-Hispanic beginners at 4-year institutions represented a higher proportion among those who graduated in four years (80 percent) than among those who took longer (73 percent). White, non-Hispanic students also represented a larger proportion (86 percent) of those receiving a bachelor's degree among the beginners who had started at public 2-year colleges than among those who had started at 4-year institutions (77 percent).

Family Income

Dependent students who were from high-income families when they began college (parental income of $70,000 or more in 1994) represented about one-third of the college graduates, both among those who had started at a 4-year institution and among those who had started at a community college (33–37 percent). Low-income dependent students (parental income under $25,000 in 1994) represented a smaller proportion of college graduates who had started at a 4-year institution (17 percent) than did high-income students (37 percent). No difference could be detected in the proportion of low-income students among college graduates who had started at a public 2-year institution and among those who had started at a 4-year institution. Dependent students from lower middle-income families (parental income of $25,000–$44,999 in 1994) were the only income group that made up a larger proportion of college graduates among those who had started at community colleges than among those who had started at 4-year colleges (30 percent vs. 19 percent).

Persistence Risk Factors

As discussed earlier, the beginners who started at 4-year institutions in 1995–96 were predominantly traditional students: most of them had entered college without delay after high school, and most had none of the characteristics associated with a high risk of not completing a degree. This pattern is reflected in the profile of those who had started at a 4-year institution and had completed a bachelor's degree by June 2001: 91 percent had entered college immediately after high school, and 86 percent had no persistence risk factors when they first enrolled in 1995–96. Those with no persistence risk factors represented a higher proportion among the graduates who completed a bachelor's degree in four years (88 percent) than among those who took longer to finish (83 percent).

The beginners at public 2-year institutions, on the other hand, were more likely to have been nontraditional students than those who began at 4-year institutions. As shown earlier, about one-half of the beginners at public 2-year institutions had delayed starting college after high school, and about one-half had two or more persistence risk factors when they started. Among those who had started at a community college and had completed a bachelor's degree within six years, 18 percent had delayed entry after high school and 17 percent had two or more risk factors when they began (compared with 9 percent and 3 percent, respectively, among college graduates who began at 4-year institutions). Traditional students with no risk factors when they began represented about one-half (56 percent) of the bachelor's degree recipients who had transferred from a public 2-year institution. The other half were nontraditional students who began their education with a higher risk of not completing any degree, but had been able to gain entry to a bachelor's degree program through a community college.

Summary and Conclusion

The differences in the completion rates of students at community colleges and 4-year colleges and universities reflect the differences in the degree goals, academic preparation, enrollment patterns, and demographic characteristics of the students who began there. Compared with students who started at 4-year institutions, those who began at public 2-year institutions were less well prepared for college, more likely to enroll part time, and less likely to be continuously enrolled. Beginners at public 2-year institutions were also more likely to have delayed enrolling after high school and to be nontraditional students starting postsecondary education with one or more persistence risk factors. About one-fourth of the community college students with an associate's degree goal completed an associate's degree, but they rarely did so in the expected two years (4 percent). Among those who transferred from a public 2-year to a 4-year college 36 percent completed a bachelor's degree, and it usually took them five or six years from the time they had first enrolled in 1995–96. Unlike the college graduates who had started at 4-year institutions, about one-half of the students who completed a bachelor's degree after transferring from a community college began postsecondary education as nontraditional students.

The beginners at 4-year institutions were predominantly traditional students with no persistence risk factors when they started college, and they were usually enrolled full time. Among those with a bachelor's degree goal, 55 percent of the beginners at 4-year institutions completed a bachelor's degree within six years at the same institution where they had started. When transfer students who completed their degrees at a different institution are also included, a total of 63 percent of the students who began at a 4-year institution completed a bachelor's degree within six years. The beginners at 4-year institutions who were always enrolled full time, who were enrolled continuously, or who never transferred from their college had bachelor's degree completion rates of more than 65 percent. Those who started college with high SAT scores, who had received mostly A's in high school, or who had taken two or more AP tests had bachelor's degree completion rates of about 80 percent.

Although the expected length of time required to complete a bachelor's degree is four years, 37 percent of all students with a bachelor's degree goal who started at a 4-year college or university in 1995–96 actually finished a bachelor's degree in that period of time. The characteristics of these students who did graduate in four years fit the common popular perception of what a college student looks like—he or she receives good academic preparation in high school, enters college immediately after high school, enrolls in college full time, and is continuously enrolled.

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Table Compendium

Section 1: Percentage Distributions (by Columns) of the Variables Used as Rows

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Section 1: Percentage Distributions (by Columns) of the Variables Used as Rows

Table 1.0: Degree plans

The distribution of the 1995–96 beginning postsecondary students among the types of institutions and within degree programs during their first year is displayed in Table 1.0. The degree programs are based primarily on institution reported data, and are not necessarily the same as the degree goals reported by students in 1995–96 (see table 1.1-A).

- The percentage of beginners in certificate programs who were first enrolled in public 2-year or in private for-profit less-than-2-year institutions was 38–39 percent.
- Associate's degree programs may either lead to a terminal degree in applied fields or may prepare to transfer to a 4-year institution for a bachelor's degree. Most of the beginners in associate's degree programs (89 percent) were enrolled in public 2-year institutions.
- Some 4-year institutions also offer sub-baccalaureate degrees. Four percent of the beginners in certificate programs and 5 percent of those in associate's degree programs attended 4-year institutions.
- The largest group of beginners in bachelor's degree programs (40 percent) were enrolled in public 4-year doctorate-granting universities. The percentage beginning in bachelor's degree programs at non-doctorate-granting 4-year institutions was 22 percent in public and 24 percent in private not-for-profit institutions.

Table 1.1-A: Degree goals and academic preparation

This table displays the percentage distribution of beginning students within first institution level and type by their initial degree goals in the first year, the highest degree they ever expected to attain, the sub-baccalaureate program or field of study at less-than-4-year institutions (not classified for the small proportions of sub-baccalaureate programs at 4-year institutions), and certain indicators of academic preparation when they first enrolled.

- Among 1995–96 beginning students, 65 percent of those who started at private for-profit less-than-4-year institutions wanted to earn a certificate, compared with 11 percent of those who started at public 2-year institutions. Conversely, students who started at public 2-year institutions were more likely to have an associate's degree or a bachelor's degree goal.

- The percentage of beginning students at 4-year and at public 2-year institutions who did not know the highest degree they ever expected to pursue was about 10 percent. Students who began at 4-year institutions were more likely than those who began at 2-year institutions to expect to earn an advanced degree (68 vs. 33 percent).
- Among students who began at 4-year institutions in 1995–96, those at private not-for-profit institutions were more likely than their counterparts at public institutions to have taken more than one Advanced Placement test, to score in the highest quartile on the SAT, and to have earned mostly A's in high school. For example, 46 percent of students who began at private not-for-profit 4-year institutions scored in the highest quartile on the SAT, compared with 31 percent of students who began at public 4-year institutions.

Table 1.1-B: Enrollment patterns

Aspects of the enrollment patterns of the students and their GPA at the end of the first year, shown as the percentage distribution within first institution level and type, are displayed in Table 1.1-B.

- Thirty percent of the beginning students were enrolled in two institutions between 1995–96 and June 2001, and 10 percent were enrolled in three or more. This includes the students who transferred from one institution to another and those who were co-enrolled at more than one institution at the same time.
- No difference could be detected between the percentage of students who began at 4-year institutions and those who began at public 2-year institutions with respect to whether or not they were ever co-enrolled, meaning taking courses at two institutions at the same time.
- One-fourth (25 percent) of the students who began at public 2-year institutions eventually transferred upward to a 4-year institution, and 13 percent made a lateral transfer to another 2-year institution. Fifteen percent of the beginners at 4-year institutions made a lateral transfer to a different 4-year institution, and 11 percent transferred downward to a less-than-4-year institution.
- About 70 percent of students who began at private for-profit less-than-4-year institutions and at private not-for-profit 4-year institutions always attended full time when they were enrolled, compared with 61 percent of students at public 4-year institutions. About one-fourth (26 percent) of the students who began at public 2-year institutions always attended full time.
- In this study, continuous enrollment is defined as being enrolled in postsecondary education (even if the student transferred) without a break of more than 4 months, which allows for the normal summer vacations between academic years. The number

of enrollment spells is the number of periods separated by an interval of 4 or more months of not being enrolled anywhere; these intervals are also referred to as stopout periods. About three-fourths (78 percent) of the beginners at 4-year institutions were always continuously enrolled; 18 percent had one stopout period (two enrollment spells) and 4 percent had two or more stopout periods during the six years in this study.

- Beginning students at public 2-year institutions were more likely to have had a grade-point average of less than 2.25 at the end of their first year than beginners at 4-year institutions (41 and 27 percent, respectively). Among students at 4-year institutions, those beginning at public institutions were more likely than those at private not-for-profit institutions to have had a GPA of less than 2.25 at the end of their first year (31 and 21 percent).

Table 1.1-C: Demographic characteristics

This table displays the percentage distribution of the students within first institution level and type by demographic and background characteristics when they first enrolled in 1995–96.

- While the majority of all 1995–96 beginning students at both 4-year institutions and private for-profit less-than-4-year institutions were women, private for-profit less-than-4-year institutions had a higher concentration of women than 4-year institutions. Specifically, 68 percent of students at private for-profit less-than-4-year institutions and 55 percent of students at 4-year institutions were women. About one-half (52 percent) of beginning public 2-year students were women.
- Four-year institutions had a larger percentage of beginning students who were 18 years or younger than public 2-year institutions (80 and 47 percent, respectively). Private for-profit less-than-4-year institutions had the smallest percentage of traditional age students (22 percent). Among 4-year institutions, private not-for-profit institutions had a higher proportion of beginners who were 18 years or younger than public institutions (84 and 79 percent, respectively).
- Information about the students' race/ethnicity was gathered in 1995–96, before the categories introduced in the year 2000 census were used. Seventy-two percent of beginning students at 4-year and public 2-year institutions were White, non-Hispanic. However, White, non-Hispanic students only accounted for 57 percent of beginners at private for-profit less-than-4-year institutions. No differences could be detected in the percentage of Black, non-Hispanic and of Hispanic students at each institution type, with the exception of private for-profit less-than-4-year institutions, which had a larger percentage of Hispanic students than 4-year institutions (20 percent and 11 percent, respectively).
- Beginning students at 4-year institutions were more likely than those at less-than-4-year institutions to be single with no children (dependent) in 1995–96. Ninety-three percent of beginners at private not-for-profit and 92 percent of beginners at public 4-year institutions were single with no children and dependent on their parents for financial support. The proportion of dependent students among beginners was lower at

public 2-year (66 percent) and private for-profit less-than-4-year institutions (33 percent), than at public or private not-for-profit 4-year institutions.

- Public 2-year and private for-profit less-than-4-year institutions had the highest percentages of beginning students whose parents' education was limited to a high school diploma or less, while beginners at 4-year institutions were the most likely to have at least one parent with an advanced degree. A higher percentage of beginners at private not-for-profit institutions 4-year institutions had a parent with an advanced degree than those beginning at public 4-year institutions (33 percent vs. 24 percent).
- In 1995–96 the beginners who worked while enrolled were asked if they considered themselves to be primarily students who worked or to be employees who were enrolled. At the public 2-year institutions 29 percent, and at the private for-profit less-than-4-year institutions 23 percent, considered themselves to be an employee who is enrolled, compared with 7 percent of public and 6 percent of private not-for-profit 4-year students who said the same.
- Beginning dependent students at private for-profit less-than-4-year institutions were more likely to come from a family with an income of less than $25,000 than students at any other institution type. Dependent students at private not-for-profit 4-year institutions were more likely to come from a family with an income of $70,000 or greater than students at the other types of institutions.

Table 1.1-D: Persistence risk factors

The percentage of the students within first institution level and type who in 1995–96 had the characteristics associated with a higher risk of not completing a degree program is displayed in Table 1.1-D. Each of the persistence risk factors is indicated by an asterisk. The percentage distribution of the beginners by the number of these risk factors present in 1995–96 is displayed within each level and type of first institution attended.

- Private for-profit less-than-4-year institutions had the largest percentage of beginning students with four or more risk factors in 1995–96. Thirty-five percent of beginners at private for-profit institutions had four or more risk factors, compared with 25 percent at public 2-year institutions and 4 percent at 4-year institutions.
- A larger percentage of beginners at 4-year institutions had high school diplomas, were dependents, and had no children than at the less-than-4 year institutions.
- About one-half of 1995–96 beginning students at public 2-year institutions (53 percent) attended full time when first enrolled, which was less than the percentage of full-time beginners at the other types of institutions. Eighty-seven percent of students at private for-profit institutions, 89 percent of students at public 4-year institutions, and 94 percent of students at private not-for-profit institutions 4-year attended full time when they were first enrolled.

- Beginning students at 4-year institutions were more likely not to work while enrolled (38 percent) and less likely to work full time while enrolled (10 percent) than their counterparts at public 2-year institutions (19 percent and 35 percent, respectively).

Table 1.0.—Percentage distribution of 1995–96 beginning postsecondary students by degree plans at the first institution attended, according to characteristics of the first institution and degrees attained by June 2001

		Degree plans at first institution		
	Total	Certificate	Associate's degree	Bachelor's degree
Total	100.0	100.0	100.0	100.0
Type of first institution				
4-year				
Public	25.9	3.2	3.5	62.3
Private not-for-profit	14.8	1.3	1.4	36.7
Private for-profit	0.6	#	0.4	1.0
2-year				
Public	45.5	38.2	88.5	†
Private not-for-profit	1.0	0.8	1.9	†
Private for-profit	3.4	7.5	4.4	†
Less-than-2-year				
Public	1.8	10.0	†	†
Private not-for-profit	0.1	0.5	†	†
Private for-profit	7.1	38.6	†	†
Level of first institution				
4-year	41.2	4.3	5.3	100.0
2-year	49.9	46.5	94.7	†
Less-than-2-year	8.9	49.1	†	†
Highest offering of first institution				
Public 4-year, non-doctorate-granting	9.9	1.7	2.4	22.3
Public 4-year, doctorate-granting	16.0	1.5	1.1	40.0
Private not-for-profit 4-year, non-doctorate-granting	9.7	0.6	1.2	23.8
Private not-for-profit 4-year, doctorate-granting	5.1	0.5	0.2	12.9
Other institutions	59.4	95.7	95.1	1.0
First degree attained by 2001				
None	49.2	48.1	61.6	33.9
Certificate	12.8	46.7	8.0	2.7
Associate's degree	11.7	3.8	23.0	3.4
Bachelor's degree	26.4	1.4	7.4	60.1
Highest degree attained by 2001				
None	49.2	48.1	61.6	33.9
Certificate	12.0	46.0	6.9	2.3
Associate's degree	10.0	4.3	19.6	2.7
Bachelor's degree	28.8	1.6	11.9	61.2

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 1.1-A.—Percentage distribution of 1995–96 beginning postsecondary students by the level and type of the first institution attended, according to degree goal in 1995–96, program, and academic preparation

		Level of first institution			Type of first institution			
	Total	Less-than-2-year	2-year	4-year	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Degree goal in 1995–96								
None	11.6	20.1	15.3	5.4	15.6	5.5	5.0	17.4
Certificate	13.8	79.9	12.4	1.0	10.8	1.2	0.8	65.3
Associate's degree	25.7	†	49.2	3.3	48.9	3.3	2.7	16.1
Bachelor's degree	48.9	†	23.1	90.3	24.8	90.1	91.4	1.3
Highest degree expectation in 1996								
Don't know	12.0	21.3	10.9	11.4	10.0	11.1	11.7	21.5
Less than bachelor's	14.7	48.0	19.5	1.7	18.7	2.1	1.0	42.2
Bachelor's degree	27.9	20.2	36.4	19.1	37.1	19.9	17.3	22.9
Advanced degree	45.4	10.4	33.2	67.8	34.3	67.0	70.0	13.4
Program/field at first institution*								
Vocational certificate	30.0	100.0	17.2	†	15.5	†	†	81.8
Associate's applied fields	35.2	†	41.6	†	39.9	†	†	18.3
Associate's liberal arts/uncertain	34.9	†	41.2	†	44.6	†	†	†
Number of Advanced Placement tests taken								
None	82.4	‡	94.1	69.9	94.0	73.1	63.8	95.3
One	8.5	‡	4.4	12.9	4.5	12.5	13.4	3.7
More than one	9.1	‡	1.5	17.2	1.5	14.4	22.8	1.0
SAT combined score								
Low quartile (400–700)	23.6	63.3	40.5	13.6	40.5	15.5	10.1	58.9
Middle quartiles (710–1020)	49.2	36.1	47.8	50.3	47.4	53.9	43.7	39.0
High quartile (1030–1600)	27.3	0.7	11.7	36.1	12.2	30.6	46.2	2.1
Grade-point average in high school								
B's or less	35.4	75.2	56.5	24.7	56.4	26.4	21.3	68.7
B+ to A-	30.5	17.8	30.2	30.9	30.4	32.2	28.8	23.2
Mostly A's	34.1	7.0	13.3	44.4	13.3	41.5	49.9	8.1

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

*Derived for less-than-4-year institutions only.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 1.1-B.—Percentage distribution of 1995–96 beginning postsecondary students by the level and type of the first institution attended, according to attendance patterns, GPA, and last institution type

		Level of first institution			Type of first institution			
	Total	Less-than-2-year	2-year	4-year	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of institutions attended								
One	59.7	79.5	54.3	61.8	52.8	61.2	62.8	78.3
Two	30.1	16.5	34.4	27.9	35.4	28.7	27.0	18.2
Three or more	10.2	4.1	11.3	10.2	11.8	10.2	10.3	3.5
Transfer status								
Never transferred	67.9	84.4	59.8	74.2	58.5	73.0	76.3	82.7
Transferred	32.1	15.6	40.2	25.8	41.5	27.0	23.7	17.3
Co-enrollment at two institutions*								
Never co-enrolled	89.2	97.5	89.1	87.4	88.6	87.6	86.9	97.1
Sometimes co-enrolled	10.9	2.5	10.9	12.6	11.4	12.4	13.1	2.9
Attendance intensity through 2001								
Always full-time	47.0	69.4	29.1	64.0	26.0	61.2	69.4	69.6
Mixed	40.7	20.9	50.2	33.6	51.8	36.2	28.8	22.9
Always part-time	12.2	9.8	20.8	2.4	22.2	2.7	1.7	7.5
First transfer direction								
Did not transfer	67.9	84.4	59.8	74.2	58.5	73.0	76.3	82.7
Upward transfer	13.0	11.6	23.9	†	25.2	†	†	9.1
Lateral transfer	13.0	4.0	13.3	14.7	13.4	14.8	14.7	6.8
Downward transfer	6.1	†	3.1	11.1	3.0	12.1	9.0	1.4
Enrollment continuity through 2001								
Continuously enrolled	69.6	75.6	62.0	77.5	60.8	75.0	82.3	77.3
Two enrollment spells	24.6	20.0	30.6	18.3	31.6	20.5	14.3	19.0
Three or more enrollment spells	5.8	4.5	7.3	4.2	7.7	4.6	3.4	3.7
GPA first year enrolled								
Less than 2.25	33.8	22.3	40.2	27.2	41.2	30.7	20.6	23.6
2.25–3.25	38.4	33.3	33.7	44.5	33.8	44.8	44.4	33.5
Over 3.25	27.8	44.4	26.1	28.2	25.0	24.5	35.0	42.9
Type of last institution attended								
Public 2-year	33.7	8.8	60.3	7.1	64.9	7.8	5.6	10.2
Public 4-year	35.1	2.4	22.1	57.9	23.5	85.6	11.3	2.1
Private not-for-profit 4-year	15.9	0.5	5.8	31.4	6.0	4.0	80.5	1.2
Private for-profit less-than-4-year	10.8	68.0	8.3	1.4	3.0	1.0	1.8	83.7
Other institutions	4.5	20.4	3.5	2.3	2.6	1.6	0.9	2.8

†Not applicable.

*Twenty percent of the students who transferred were also co-enrolled at some time.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 1.1-C.—Percentage distribution of 1995–96 beginning postsecondary students by the level and type of the first institution attended, according to demographic characteristics

		Level of first institution			Type of first institution			
	Total	Less-than-2-year	2-year	4-year	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gender								
Male	45.2	31.8	47.6	45.1	48.2	45.8	43.3	31.9
Female	54.8	68.2	52.4	54.9	51.8	54.2	56.7	68.1
Age when first enrolled								
18 years or younger	57.8	17.9	46.2	79.8	47.3	78.5	83.7	22.4
19 years	12.4	12.7	14.3	10.2	14.4	11.4	7.9	13.2
20–23 years	10.8	20.3	13.8	5.3	13.0	5.5	4.3	21.3
24–29 years	7.6	16.7	10.9	1.9	10.4	1.9	1.7	18.1
30 or older	11.4	32.4	14.9	2.9	14.9	2.7	2.5	25.1
Race/ethnicity								
White, non-Hispanic	70.6	59.7	71.2	72.1	72.1	71.9	73.4	57.0
Black, non-Hispanic	11.9	18.6	11.7	10.7	11.5	10.9	10.3	19.2
Hispanic	12.2	17.7	12.4	10.7	11.8	10.7	9.8	20.3
Asian/Pacific Islander	4.6	2.6	3.8	6.0	3.8	5.8	6.3	2.3
American Indian/Alaska Native	0.8	1.4	0.9	0.6	0.8	0.7	0.2	1.2
Marital status and children when first enrolled								
Single, no children (dependent)	72.5	27.6	64.2	92.0	65.5	91.9	93.3	33.2
Single, no children (independent)	6.5	16.7	7.8	2.9	7.2	2.7	2.5	16.8
Single with children	9.0	30.7	10.9	2.2	10.0	2.4	1.5	29.7
Married	12.0	25.0	17.2	3.0	17.4	3.0	2.7	20.3
Parental education								
High school diploma or less	41.7	71.0	47.5	28.8	46.5	30.4	24.7	68.7
Some postsecondary	21.6	17.8	25.1	18.1	25.4	19.6	15.5	17.7
Bachelor's degree	21.3	8.3	19.4	26.3	19.7	26.6	26.4	10.4
Advanced degree	15.5	2.9	8.1	26.8	8.5	23.5	33.4	3.1
Student/employee role 1995–96*								
Did not work while enrolled	31.8	50.4	21.9	39.6	20.4	41.3	37.4	48.2
Student working	49.1	26.3	49.6	53.3	50.3	51.2	56.6	28.7
Employee who is enrolled	19.2	23.3	28.5	7.1	29.2	7.4	6.0	23.1
Dependent family income in 1994								
Less than $25,000	25.8	50.3	29.0	21.6	28.4	23.3	18.0	45.8
$25,000–44,999	24.0	28.2	27.4	20.9	27.3	21.3	20.4	29.7
$45,000–69,999	25.3	13.3	24.6	26.7	24.9	27.2	25.9	17.0
$70,000 or greater	24.9	8.1	18.9	30.9	19.5	28.3	35.8	7.6

*The percentages of those who did not work differ somewhat from the percentages shown on table 1.1-D under Worked while enrolled 1995–96 (which is based on the number of hours worked per week) because there were more valid responses to the hours worked item than to the student/employee item in the student interviews.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 1.1-D.—Percentage distribution of 1995–96 beginning postsecondary students by the level and type of the first institution attended, according to persistence risk factors when they first enrolled

		Level of first institution			Type of first institution			
	Total	Less-than-2-year	2-year	4-year	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than-4-year
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of risk factors when first enrolled								
None	44.3	10.2	25.1	74.6	25.1	72.4	80.2	14.1
One	18.3	13.1	22.1	14.9	22.4	16.5	11.8	14.7
Two or three	19.8	40.3	27.4	6.2	27.5	6.5	4.8	36.6
Four or more	17.6	36.4	25.3	4.3	25.0	4.5	3.3	34.6
High school diploma or equivalency status								
High school diploma	90.3	71.9	87.5	97.8	88.0	98.3	97.6	73.9
GED/high school equivalent*	6.6	16.5	8.7	2.0	8.1	1.6	2.2	15.6
None*	3.0	11.6	3.9	0.2	4.0	0.2	0.3	10.5
Delayed postsecondary enrollment								
Did not delay	63.4	22.4	53.2	83.2	54.4	82.0	86.7	29.1
Delayed*	36.6	77.6	46.8	16.8	45.6	18.0	13.3	71.0
Attendance status when first enrolled								
Full-time	72.8	85.6	55.2	90.6	52.6	88.8	94.3	86.5
Part-time*	27.2	14.5	44.8	9.4	47.4	11.2	5.7	13.5
Dependency status when first enrolled								
Dependent	72.5	27.6	64.2	92.0	65.5	91.9	93.3	33.2
Independent*	27.5	72.4	35.9	8.0	34.5	8.1	6.7	66.8
Number of children when first enrolled								
None	83.8	54.4	78.8	96.1	79.4	95.8	97.1	58.8
One or more*	16.2	45.6	21.3	3.9	20.6	4.2	2.9	41.2
Single parent status when first enrolled								
Not a single parent	91.0	69.3	89.1	97.9	90.0	97.6	98.5	70.3
Single parent*	9.0	30.7	10.9	2.2	10.0	2.4	1.5	29.7
Worked while enrolled in 1995–96								
Did not work	30.2	48.3	20.7	37.9	19.3	39.7	35.5	45.8
Worked part time	46.5	27.4	45.4	52.1	45.6	49.8	56.1	32.0
Worked full time*	23.3	24.3	34.0	10.1	35.1	10.5	8.4	22.3

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 2: Persistence and Attainment Anywhere in Postsecondary Education After Six Years

Section 2 provides information about 1995–96 beginning students who attained a bachelor's degree, an associate's degree, or a certificate at any institution (not necessarily where they first enrolled in 1995–96) by June 2001, as well as about those who never attained any of these degrees, but were still enrolled at some 4-year or less-than-4-year institution in the spring of 2001 (either at the first or some other institution) or who were not enrolled anywhere and had never attained any degree anywhere in the six years. Priority was given to attainment, so those who attained a certificate or associate's degree and continued to be enrolled and were working towards another degree (usually as transfers) are classified as having attained.

See section 3 for comparable six-year attainment and retention rates (including transfer rates) at the first institution attended.

All Beginning Students

Since these tables include all beginning students at any type of institution and in any type of program, the last column for no degree, not enrolled anywhere in June 2001 is of particular interest. This category is the percentage of students who had left postsecondary education without completing any degree anywhere by June 2001, and therefore represents the rate of postsecondary attrition after six years (although some stopouts may return in the future after the end of this study period).

Table 2.0-A: Degree programs

- Students who began postsecondary education in certificate or associate's degree programs were more likely to have left postsecondary education without having completed any degree program (43 percent of each) by June 2001 than those who began in bachelor's degree programs (19 percent).
- Of the beginners who had attained an associate's degree, about one-fifth (19 percent) went on to complete a bachelor's degree within six years of starting postsecondary education.

Table 2.0-B: Enrollment pattern and first year GPA

- Among students who began their postsecondary education in 1995–96, those who were always enrolled part time were more likely to have left postsecondary education by June 2001 without having completed any degree (74 percent) than those who were always full-time students (28 percent).
- Beginning students with a low grade-point average (below 2.25) at the end of the first year enrolled in postsecondary education were more likely to have left without a degree by 2001 (52 percent) than those whose first-year grade-point average was higher.

Table 2.0-C: Student demographics

- About one-third (35 percent) of both men and women had left postsecondary education without attaining a degree and had not returned by June 2001.
- Students who were 18 years old or younger when they began postsecondary education in 1995–96 were the least likely (26 percent) to have left postsecondary education without a degree by June of 2001, compared with students who began postsecondary education when they were 19 years old or older.
- Black, non-Hispanic students were more likely than White, non-Hispanic or Asian/Pacific Islander students to have left postsecondary education without return by 2001 (45 percent compared with 33 and 26 percent, respectively). No difference could be detected in the six-year attrition rates of any other groups by race/ethnicity.
- Beginners whose parents had advanced degrees were less likely to leave postsecondary education without any degree within six years than those whose parents only had bachelor's degree (17 percent compared with 25 percent). In general, students whose parents had bachelor's degrees or higher were less likely to leave postsecondary education without any degree than those whose parents had no college degrees.
- Among dependent students who began postsecondary education in 1995–96, attrition without a degree was higher among low-income students (whose parents' income was less than $25,000 in 1994) than among high-income students (whose parents' income was $70,000 or more in 1994). Among low-income dependent beginners, 35 percent had not attained a degree and were no longer enrolled in June of 2001, compared with 20 percent of high-income dependent beginners.

Table 2.0-D: Persistence risk factors

- Among all students who began postsecondary education in 1995–96, those who had no persistence risk factors were least likely to leave postsecondary education without any degree by June 2001 (20 percent). The rate of attrition increased as the number of persistence risk factors increased from none to two or three (37 percent had one and 47 percent had two or three risk factors).

- The rates of attrition without a degree were higher for beginners who had delayed entry after high school compared with those who did not delay (46 percent vs. 27 percent), for those who were enrolled part time when they started compared with those who were enrolled full time (50 percent vs. 28 percent), for those who were independent compared with those who were dependent of their parents financially (49 percent vs. 29 percent), and for those who had children when they started compared with those with no children (50 percent vs. 31 percent).
- Beginners who worked full time while enrolled their first year had higher rates of attrition by 2001 (52 percent) than both students who did not work and those who had worked part time during their first year enrolled. There was no difference detected in the rate of attrition without a degree between students who did not work and those who worked part time.

Public 2-Year Institutions

Because of the relatively small size of the sample of beginners at public 2-year institutions, the standard errors of the estimates are quite large. Often where there appear to be differences among categories in the following tables, no differences can be detected when applying tests of statistical significance.

Table 2.1-A: Degree goals and programs

- Among the beginners at public 2-year institutions who had a bachelor's degree goal in 1995–96, 23 percent had transferred to a 4-year institution and attained a bachelor's degree by June 2001.
- No difference could be detected between those beginners at public 2-year institutions who were in associate's degree programs in applied fields and those who were in liberal arts (or undeclared) programs in the percentage who attained bachelor's degrees or the percentage whose highest degree was an associate's degree.

Table 2.1-B: Enrollment patterns and transfers

- One-fifth (20 percent) of the 1995–96 beginners at public 2-year institutions who were always enrolled full time attained a bachelor's degree, compared with 10 percent of those who had a mixed enrollment pattern (those who had been enrolled both full time and part time).
- About one-fourth (24 percent) of the beginners at public 2-year institutions who had been co-enrolled at two institutions attained a bachelor's degree by June 2001.
- Among students who began at public 2-year institutions and transferred upward to a 4-year institution, 38 percent had completed a bachelor's degree by June 2001 and 24 percent were still enrolled at a 4-year institution without having completed either an

associate's or a bachelor's degree. Sixteen percent of these students were no longer enrolled and had attained no degree by June 2001.

Table 2.1-C: Demographic characteristics

- Beginners at public 2-year institutions who had a parent with an advanced degree were more likely to go on to complete a bachelor's degree than those whose parents were not college graduates (28 percent compared with 7–8 percent).

Table 2.1-D: Persistence risk factors

- Students who began at public 2-year institutions in 1995–96 without any persistence risk factors present were the least likely to have left postsecondary education without a degree after six years (29 percent). No difference could be detected in the rates of attrition among those who had one or more than one risk factor.
- The rate of attrition of students enrolled full time when they started at a public 2-year institution in 1995–96 was lower than attrition among those who were enrolled part time during the first year (40 percent vs. 53 percent). Similarly, students who did not delay entry after high school were less likely to have left postsecondary education without a degree by June 2001 than those who delayed entry (40 vs. 54 percent).

Public 4-Year Institutions

Table 2.2-A: Institution type and academic preparation

- Students who started at public 4-year doctorate-granting institutions were more likely than those who started at public 4-year non-doctorate-granting institutions to have attained a bachelor's degree at some institution (not necessarily the first one) by June 2001 (59 percent compared with 43 percent).
- Among public 4-year beginners in 1995–96, those who had taken one or more Advanced Placement tests were more likely to have attained a bachelor's degree by 2001 than those who had not taken any (67–77 percent vs. 48 percent).
- Students who began at public 4-year institutions whose SAT combined scores fell into the lowest quartile (a score between 400–700) were the least likely to have attained a bachelor's degree by 2001 compared with students who scored higher (29 percent vs. 54–72 percent).
- Beginners at public 4-year institutions whose grade-point averages in high school were between a B+ and A- or were mostly A's were more likely than those whose grade-point averages were B or below to have attained a bachelor's degree by 2001 (57–77 percent vs. 36 percent, respectively).

Table 2.2-B: Enrollment patterns

- Students who began at public 4-year institutions and were always enrolled full time were more likely than those whose enrollment intensity was mixed to have attained a bachelor's degree within six years (65 percent compared with 37 percent). Of the beginners who were always enrolled part time 81 percent had left postsecondary education without completing a degree program by June 2001.
- As of June 2001, beginning students who had mixed part time and full time enrollment were more likely to still be enrolled in a 4-year institution without a degree than those who were either always enrolled full time or always enrolled part time (24 percent compared with 9–11 percent).
- Among 1995–96 beginning students who first attended public 4-year institutions, those who did not transfer were more likely to have attained a bachelor's degree by June 2001 than those whose first transfer was a lateral transfer to another 4-year institution (62 percent compared with 45 percent). Students whose first transfer was a lateral transfer were more likely to still be enrolled in a 4-year institution without a degree than those who did not transfer (33 percent compared with 11 percent).
- Students who began at public 4-year institutions in 1995–96 who were continuously enrolled were more likely to have attained a bachelor's degree by June 2001 (65 percent) than stopouts who had two or more spells of enrollment (19 and 4 percent).
- Among 1995–96 public 4-year beginners, those with higher grade-point averages during their first year of enrollment were more likely to have attained a bachelor's degree by June 2001 than those with lower GPA's in the first year.

Table 2.2-C: Demographic characteristics

- Women who began at public 4-year institutions were more likely than their male counterparts to have attained a bachelor's degree by June 2001 (56 percent vs. 50 percent).
- Students who were 18 years old or younger (traditional age) when they were first enrolled in a public 4-year institution were more likely to have attained a bachelor's degree within 6 years (59 percent) than those who were 19 years old or older: 45 percent of students who began at age 19, 18–20 percent of 20- to 29-year-old beginners, and 9 percent of beginners aged 30 or older earned a bachelor's degree by June 2001.
- Among 1995–96 beginning students who first attended a public 4-year institution, White, non-Hispanic students and Asian/Pacific Islander students were more likely than Black, non-Hispanic students and Hispanic students to have attained a bachelor's degree by 2001. No differences were observed in bachelor's degree attainment rates between White, non-Hispanic students and Asian/Pacific Islander students or between Black, non-Hispanic students and Hispanic students.

- Beginners at public 4-year institutions whose parents had a bachelor's degree or higher were more likely to have attained a bachelor's degree (62–67 percent) than those whose parents had less than a bachelor's degree (39–48 percent).
- Financially dependent students who began at a public 4-year institution and whose parents earned $45,000 or more in 1994 were more likely to have attained a bachelor's degree by June 2001 (58–67 percent) than those whose parents earned less than $45,000 (48–50 percent).

Table 2.2-D: Persistence risk factors

- Students who began at public 4-year institutions with no persistence risk factors were more likely to have attained a bachelor's degree by June 2001 (62 percent) than those who had one or more risk factors. Students who had only one risk factor were more likely to have attained a bachelor's degree by June 2001 (42 percent) than those who had two or more risk factors (11–14 percent).
- Among 1995–96 beginning students who first attended a public 4-year institution, those who delayed enrollment after high school were less likely than those who did not delay to have attained a bachelor's degree by June 2001 (30 percent compared with 58 percent).
- Students who began their postsecondary education in 1995–96 at a public 4-year institution and enrolled full time were more likely than those who were enrolled part time to have attained a bachelor's degree by 2001 (57 percent compared with 28 percent).
- Among beginners at public 4-year institutions, those who did not work while enrolled in 1995–96 were more likely than those who did work to have attained a bachelor's degree by June 2001 (61 percent vs. 29–52 percent). Students who worked part time were more likely than those who worked full time to have attained a bachelor's degree by 2001 (52 percent compared with 29 percent).

Private Not-for-Profit 4-Year Institutions

Table 2.3-A: Institution type and academic preparation

- Among students who began in 1995–96 at a private not-for-profit 4-year institution, those who started at doctorate-granting institutions were more likely than those who started at non-doctorate-granting institutions to have attained a bachelor's degree by June 2001 (77 percent compared with 65 percent), although not necessarily at the institution where they started.
- Students who began at private not-for-profit 4-year institutions and had taken more than one Advanced Placement tests were more likely than those who took one and those who did not take any AP tests to have completed a bachelor's degree by 2001: 86 percent of students who took more than one AP test had attained a degree within six

years, compared with 78 percent of those who took one and 63 percent of students who did not take AP tests.

- The likelihood of attaining a bachelor's degree within six years among private not-for-profit 4-year beginners was related to SAT combined scores. Students whose SAT scores fell into the middle quartiles were more likely than those who scored in the low quartile to have completed a bachelor's degree (66 percent of middle and 44 percent of low-quartile scorers attained by June 2001), and students who scored in the high quartile (86 percent) were more likely to have attained within 6 years than students with middle- or low-quartile SAT scores.
- Private not-for-profit 4-year beginners who earned mostly A's in high school were more likely than students whose grades were lower to have attained a bachelor's degree within 6 years (85 percent compared with 54–74 percent, respectively).

Table 2.3-B: Enrollment patterns

- Among private not-for-profit 4-year beginners, those who were always enrolled full time were more likely than those whose enrollment intensity was mixed to have attained a bachelor's degree by 2001 (77 percent compared with 53 percent).
- Private not-for-profit 4-year beginners who did not transfer were more likely to have attained a bachelor's degree by June 2001 than those whose first transfer was a lateral transfer to another 4-year institution (80 percent vs. 45 percent). Students whose first transfer was a lateral transfer were more likely to still be enrolled in a 4-year institution without a degree than those who did not transfer (21 percent vs. 4 percent).
- Among 1995–96 beginning students who first attended a private not-for-profit 4-year institution, those who had been continuously enrolled were more likely than stopouts who had two or more spells of enrollment to have attained a bachelor's degree by June 2001 (78 percent vs. 13–30 percent).
- Beginning students who first attended a private not-for-profit 4-year institution and whose grade-point average during their first year of enrollment was above 3.25 were less likely to have left postsecondary education without a degree (9 percent) than those whose grade-point averages were below 3.25 (14–38 percent).
- Beginning students who first attended a private not-for-profit 4-year institution but transferred and last attended a public 4-year institution were more likely to still be enrolled without a degree as of June 2001 (24 percent) than those who last attended a private not-for-profit 4-year institution.

Table 2.3-C: Demographic characteristics

- Students who were 18 years old or younger when they enrolled in a private not-for-profit 4-year institution in 1995–96 were more likely than those who were 19 years old to have attained a bachelor's degree (74 percent compared with 56 percent). Students who were 19 years old were more likely than those who were between 20 and 23 years old to have attained a bachelor's degree within six years.

- White, non-Hispanic students and Asian/Pacific Islander students who began at 4-year private not-for-profit institutions were more likely than their Black, non-Hispanic and Hispanic peers to have attained a bachelor's degree by June 2001. No difference could be detected in the bachelor's degree attainment rates of White, non-Hispanic students and Asian/Pacific Islander students or between Black, non-Hispanic students and Hispanic.
- Among 1995–96 beginning dependent students who first attended a private not-for-profit 4-year institution, those whose parents earned less than $25,000 in 1994 were less likely than those whose parents earned $70,000 or more to have attained a bachelor's degree within 6 years (56 percent vs. 83 percent).

Table 2.3-D: Persistence risk factors

- Among private not-for-profit 4-year beginners in 1995–96, those who had no risk factors when first enrolled were more likely to have attained a bachelor's degree by June 2001 (76 percent) than those who had one or more risk factors. Students who had only one persistence risk factor were more likely than those who had two or more to have attained a bachelor's degree by 2001 (52 percent compared with 21–33 percent).
- Private not-for-profit 4-year beginners who delayed enrollment after high school were less likely to have attained a bachelor's degree than those who did not delay (39 percent vs. 74 percent).
- Among 1995–96 beginning students who first attended a private not-for-profit 4-year institution, those who worked full time while enrolled were less likely than those who did not work or only worked part time to have attained a bachelor's degree by June 2001. No difference could be detected in the bachelor's degree attainment rates between students who did not work and those who worked part time while enrolled.

Table 2.0-A.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by first institution attended and first degree plans

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
			All beginning students			
Total	28.8	10.0	12.0	8.8	5.6	34.8
Type of first institution						
4-year						
Public	53.0	4.4	2.8	14.5	2.8	22.5
Private not-for-profit	68.8	2.8	1.8	7.1	2.3	17.2
Private for-profit	19.5	15.1	18.1	7.8	3.3	36.2
2-year						
Public	10.3	15.7	9.7	8.4	9.1	46.9
Private not-for-profit	11.5	26.7	19.8	3.6	4.6	33.8
Private for-profit	1.9	24.4	28.2	1.2	3.0	41.4
Less-than-2-year						
Public	#	2.6	53.6	1.5	6.1	36.3
Private for-profit	#	0.8	62.3	0.6	1.8	34.5
Level of first institution						
4-year	58.2	4.0	2.7	11.8	2.7	20.8
2-year	9.7	16.5	11.1	7.8	8.6	46.3
Less-than-2-year	#	1.1	60.3	0.8	2.7	35.1
Degree plans at first institution						
Certificate	1.6	4.3	46.1	2.3	2.8	43.0
Associate's degree	11.9	19.6	6.9	9.1	9.1	43.4
Bachelor's degree	61.3	2.7	2.3	12.0	2.7	19.1
Degree goal in 1995–96						
None	7.6	9.2	10.8	7.9	8.3	56.3
Certificate	0.5	3.7	52.6	0.9	4.6	37.9
Associate's degree	8.3	23.9	8.4	6.7	8.8	43.9
Bachelor's degree	53.3	4.6	3.0	12.5	3.6	23.0
Highest degree expectation in 1996						
Don't know	23.6	7.9	17.5	5.6	5.6	39.9
Less than bachelor's degree	1.2	12.6	28.5	0.6	4.7	52.5
Bachelor's degree	18.1	13.3	10.7	10.4	7.1	40.4
Advanced degree	46.6	7.3	5.7	11.8	5.1	23.4
First degree attained by 2001						
None	†	†	†	17.9	11.4	70.7
Certificate	1.8	4.0	94.2	†	†	†
Associate's degree	19.0	81.0	†	†	†	†

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.0-B.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by attendance patterns, GPA, and last institution type

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
			All beginning students			
Total	28.8	10.0	12.0	8.8	5.6	34.8
Number of institutions attended						
One	29.0	7.2	13.1	3.4	4.0	43.4
Two	31.4	13.8	10.0	12.3	7.9	24.7
Three or more	20.2	15.1	12.3	29.7	8.3	14.4
Co-enrollment at two institutions						
Never co-enrolled	27.2	9.6	12.7	7.7	5.8	37.0
Sometimes co-enrolled	41.8	13.0	7.0	17.7	4.0	16.6
Attendance intensity through 2001						
Always full-time	44.0	8.4	11.9	6.2	1.5	28.1
Mixed	20.0	14.4	11.9	13.6	9.4	30.8
Always part-time	#	1.4	12.8	3.0	9.2	73.7
First transfer direction						
Did not transfer	30.9	6.9	12.8	4.2	4.9	40.4
Upward transfer	35.1	19.0	6.5	22.3	1.2	16.0
Lateral transfer	22.4	15.0	10.6	19.6	7.6	24.8
Downward transfer	6.3	14.0	18.5	8.5	19.2	33.5
Enrollment continuity through 2001						
Continuously enrolled	38.1	9.1	11.0	4.9	1.4	35.6
Two enrollment spells	9.0	13.0	13.5	16.9	14.0	33.6
Three or more enrollment spells	1.9	7.6	19.2	20.5	20.9	29.8
GPA first year enrolled						
Less than 2.25	11.9	9.1	7.6	10.2	9.1	52.2
2.25–3.25	39.4	12.4	7.9	10.3	3.2	26.9
Over 3.25	40.9	10.6	12.8	6.2	3.8	25.8
Type of last institution attended						
Public 2-year	†	13.4	12.7	†	13.8	60.1
Public 4-year	51.3	8.0	2.0	19.5	†	19.2
Private not-for-profit 4-year	68.4	5.3	1.7	11.4	†	13.2
Private for-profit less-than-4-year	†	11.6	46.7	†	4.7	37.1
Other institutions	2.4	13.4	37.7	3.9	5.4	37.2

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.0-C.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
			All beginning students			
Total	28.8	10.0	12.0	8.8	5.6	34.8
Gender						
Male	27.7	11.0	10.1	10.9	5.2	35.2
Female	29.7	9.2	13.7	7.1	6.0	34.5
Age when first enrolled						
18 years or younger	44.1	9.7	5.4	10.5	4.5	25.8
19 years	19.6	15.6	11.4	10.8	7.1	35.5
20–23 years	6.9	9.6	20.4	8.6	9.0	45.4
24–29 years	4.1	6.6	32.2	2.5	8.3	46.4
30 or older	2.4	10.0	25.9	4.4	3.5	53.8
Race/ethnicity						
White, non-Hispanic	31.6	10.5	10.9	8.6	5.4	33.0
Black, non-Hispanic	17.3	5.6	17.3	8.4	6.1	45.3
Hispanic	18.5	11.0	15.2	10.1	6.3	38.9
Asian/Pacific Islander	39.7	10.0	7.9	9.4	7.0	26.0
American Indian/Alaska Native	34.9	3.4	8.7	8.0	3.4	41.5
Marital status and children when first enrolled						
Single, no children (dependent)	38.7	10.4	6.7	10.0	5.5	28.7
Single, no children (independent)	5.8	8.5	26.4	7.9	7.3	44.0
Single with children	4.6	11.8	29.6	4.5	4.1	45.5
Married	3.4	6.6	24.1	5.9	7.0	53.1
Parental education						
High school diploma or less	16.0	11.0	17.9	6.1	6.3	42.8
Some postsecondary	22.2	9.8	10.5	10.5	7.3	39.6
Bachelor's degree	41.0	12.1	6.9	12.4	2.8	24.8
Advanced degree	60.6	5.4	2.3	10.6	4.3	16.9
Student/employee role in 1995–96						
Did not work while enrolled	36.9	9.2	14.7	7.3	2.7	29.1
Student working	32.9	11.1	8.2	11.2	6.4	30.3
Employee who is enrolled	7.1	8.8	17.0	6.0	7.7	53.6
Dependent family income in 1994						
Less than $25,000	25.7	14.0	10.5	8.8	6.4	34.7
$25,000–44,999	32.7	10.1	8.9	10.6	6.6	31.1
$45,000–69,999	40.4	11.2	4.4	10.7	4.8	28.6
$70,000 or greater	56.2	6.2	2.8	10.1	4.3	20.4

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.0-D.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
			All beginning students			
Total	28.8	10.0	12.0	8.8	5.6	34.8
Number of risk factors when first enrolled						
None	53.3	9.7	4.5	9.9	3.0	19.7
One	22.3	12.4	9.6	11.6	7.3	36.8
Two or three	5.6	9.9	20.2	7.3	9.7	47.4
Four or more	2.5	8.1	24.9	5.3	6.2	53.0
High school diploma or equivalency status						
High school diploma	31.6	10.2	10.3	9.2	5.6	33.1
GED/high school equivalent*	3.9	9.0	27.8	5.4	7.3	46.7
None*	0.9	6.4	28.8	2.9	2.2	58.8
Delayed postsecondary enrollment						
Did not delay	41.9	10.3	5.4	10.5	4.9	27.1
Delayed*	8.6	9.8	22.1	6.3	7.1	46.0
Attendance status when first enrolled						
Full-time	37.3	10.1	12.0	9.3	3.6	27.8
Part-time*	8.4	10.5	13.5	7.3	10.6	49.6
Dependency status when first enrolled						
Dependent	38.7	10.4	6.7	10.0	5.5	28.7
Independent*	4.4	8.7	26.5	5.9	6.1	48.5
Number of children when first enrolled						
None	34.2	10.0	9.3	9.6	5.8	31.1
One or more*	3.8	9.5	26.5	5.2	5.3	49.7
Single parent status when first enrolled						
Not a single parent	31.7	9.8	10.4	9.3	5.8	33.0
Single parent*	4.6	11.8	29.6	4.5	4.1	45.5
Worked while enrolled in 1995–96						
Did not work	36.9	9.2	14.7	7.3	2.7	29.1
Worked part time	34.0	11.7	8.5	10.3	6.0	29.6
Worked full time*	7.9	7.5	16.3	8.2	8.0	52.2

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.1-A.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 2-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by degree plans and first degree attained

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 2-year institutions					
Total	10.3	15.7	9.7	8.4	9.1	46.9
Degree plans at first institution						
Certificate	1.3	6.5	29.4	2.9	2.8	57.2
Associate's degree	11.9	18.2	6.6	9.8	9.8	43.8
Degree goal in 1995–96						
None	5.8	10.7	4.6	8.2	10.6	60.0
Certificate	0.6	7.0	34.7	#	7.3	50.4
Associate's degree	7.9	22.1	7.9	7.2	9.9	45.1
Bachelor's degree	22.9	10.5	5.8	14.7	7.5	38.6
Program/field at first institution						
Vocational certificate	1.3	6.5	29.4	2.9	2.8	57.2
Associate's applied fields	9.5	19.0	7.9	6.3	11.0	46.3
Associate's liberal arts/uncertain	14.0	17.5	5.3	12.9	8.8	41.5
Highest degree expectation in 1996						
Don't know	5.2	11.0	14.5	3.7	12.1	53.5
Less than bachelor's	1.5	16.9	12.6	0.5	6.1	62.4
Bachelor's degree	9.4	16.7	8.2	10.8	9.4	45.6
Advanced degree	18.5	15.1	7.8	12.9	9.9	35.7
First degree attained by 2001						
None	†	†	†	13.0	14.1	72.9
Certificate	1.1	9.4	89.5	†	†	†
Associate's degree	20.7	79.3	†	†	†	†

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.1-B.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 2-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by attendance patterns, GPA, and last institution type

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
			Students who began in public 2-year institutions			
Total	10.3	15.7	9.7	8.4	9.1	46.9
Number of institutions attended						
One	†	12.3	10.2	†	9.5	68.0
Two	24.6	20.0	7.9	11.9	9.1	26.6
Three or more	13.1	18.2	12.8	35.0	7.5	13.4
Co-enrollment at two institutions						
Never co-enrolled	8.4	15.0	9.9	6.6	9.5	50.5
Sometimes co-enrolled	24.4	21.1	8.3	21.9	5.6	18.7
Attendance intensity						
Always full-time	19.9	19.4	6.3	8.3	2.7	43.5
Mixed	9.8	20.1	11.1	10.9	11.7	36.4
Always part-time	#	1.4	10.4	2.4	10.4	75.5
First transfer direction						
Did not transfer	†	12.2	10.8	†	11.5	64.6
Upward transfer	38.1	19.5	2.3	24.0	0.7	15.5
Lateral transfer	3.4	27.1	13.4	13.6	11.7	30.8
Downward transfer	#	3.3	34.0	4.1	21.5	37.1
Enrollment continuity through 2001						
Continuously enrolled	14.9	16.6	7.8	4.7	2.9	53.2
Two enrollment spells	3.8	16.0	11.0	13.5	17.9	37.8
Three or more enrollment spells	#	8.1	19.1	16.6	21.7	34.6
GPA first year enrolled						
Less than 2.25	4.6	11.0	7.3	7.3	11.2	58.7
2.25–3.25	14.5	22.0	8.4	10.9	5.3	39.0
Over 3.25	16.0	16.4	14.3	6.1	7.1	40.0
Type of last institution attended						
Public 2-year	†	13.6	11.3	†	12.3	62.8
Public 4-year	35.2	19.4	2.5	28.1	†	14.9
Private not-for-profit 4-year	34.9	19.5	3.9	28.2	†	13.5
Private for-profit less-than-4-year	†	26.1	19.0	#	21.4	33.5
Other institutions	#	20.7	33.0	5.3	3.7	37.3

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.1-C.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 2-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 2-year institutions					
Total	10.3	15.7	9.7	8.4	9.1	46.9
Gender						
Male	10.5	17.1	9.6	10.7	7.8	44.4
Female	10.0	14.5	9.8	6.2	10.3	49.3
Age when first enrolled						
18 years or younger	17.5	18.4	6.7	10.6	7.8	39.0
19 years	6.0	23.7	7.2	12.5	9.4	41.2
20–23 years	3.8	12.3	9.8	9.0	13.6	51.5
24–29 years	2.8	7.4	24.4	0.5	11.7	53.2
30 or older	2.2	13.3	12.5	4.7	4.8	62.6
Race/ethnicity						
White, non-Hispanic	11.7	16.7	9.3	8.7	9.3	44.3
Black, non-Hispanic	3.1	7.7	15.1	5.4	8.0	60.7
Hispanic	5.9	15.5	8.1	9.1	9.4	52.0
Asian/Pacific Islander	7.5	22.2	8.7	9.8	11.8	40.0
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	14.3	18.3	7.1	9.7	9.5	41.2
Single, no children (independent)	0.6	11.2	12.9	10.0	11.5	53.8
Single with children	5.6	18.7	14.9	3.8	5.7	51.3
Married	3.0	6.6	15.7	6.4	9.8	58.6
Parental education						
High school diploma or less	6.9	15.8	11.6	4.1	9.3	52.3
Some postsecondary	7.7	12.9	7.9	11.1	10.0	50.4
Bachelor's degree	16.2	21.3	8.1	15.5	3.9	35.0
Advanced degree	28.1	15.2	2.8	13.4	11.5	29.0
Student/employee role in 1995–96						
Did not work while enrolled	10.6	21.1	11.2	7.4	3.6	46.2
Student working	14.1	17.0	7.0	11.7	10.6	39.7
Employee who is enrolled	3.9	10.7	12.7	5.2	9.7	57.9
Dependent family income in 1994						
Less than $25,000	7.8	22.8	9.9	5.5	9.1	44.9
$25,000–44,999	15.5	14.4	9.3	11.0	10.3	39.5
$45,000–69,999	12.6	21.1	4.4	11.1	8.1	42.8
$70,000 or greater	24.2	13.4	3.7	12.0	10.6	36.1

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.1-D.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 2-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 2-year institutions					
Total	10.3	15.7	9.7	8.4	9.1	46.9
Number of risk factors when first enrolled						
None	23.3	25.0	6.6	11.1	5.1	28.9
One	12.7	17.0	6.6	10.8	10.2	42.7
Two or three	4.7	11.3	8.9	7.5	13.4	54.3
Four or more	1.9	10.3	17.0	5.1	8.2	57.5
High school diploma or equivalency status						
High school diploma	11.4	16.4	8.6	8.7	9.2	45.8
GED/high school equivalent*	3.0	11.5	17.0	6.2	11.8	50.5
None*	#	10.5	18.5	4.6	1.7	64.8
Delayed postsecondary enrollment						
Did not delay	16.1	18.9	5.9	10.5	8.7	39.9
Delayed*	4.2	12.5	13.4	6.1	10.2	53.7
Attendance status when first enrolled						
Full-time	14.2	20.1	8.9	10.7	6.3	39.8
Part-time*	5.6	12.3	12.1	5.5	12.0	52.6
Dependency status when first enrolled						
Dependent	14.3	18.3	7.1	9.7	9.5	41.2
Independent*	3.3	11.0	14.9	6.4	9.0	55.5
Number of children when first enrolled						
None	12.2	16.4	8.8	9.5	9.7	43.5
One or more*	4.0	13.2	13.8	4.9	7.7	56.4
Single parent status when first enrolled						
Not a single parent	11.0	15.4	9.3	9.1	9.7	45.6
Single parent*	5.6	18.7	14.9	3.8	5.7	51.3
Worked while enrolled in 1995–96						
Did not work	10.6	21.1	11.2	7.4	3.6	46.2
Worked part time	15.3	19.3	6.9	10.4	10.1	38.1
Worked full time*	3.3	8.2	13.0	6.9	10.0	58.7

*Risk factor.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.2-A.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by degree goal, first degree attained, and academic preparation

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 4-year institutions					
Total	53.0	4.4	2.8	14.5	2.8	22.5
Highest offering of first institution						
Non-doctorate-granting	43.3	6.2	4.0	15.4	3.0	28.1
Doctorate-granting	59.0	3.2	2.1	14.0	2.7	19.0
Degree goal in 1995–96						
None	21.1	11.1	6.1	15.9	8.1	37.8
Certificate	7.8	15.0	10.0	22.7	1.5	42.9
Associate's degree	12.0	27.0	9.0	8.9	1.0	42.2
Bachelor's degree	57.3	3.0	2.2	14.6	2.6	20.3
Number of Advanced Placement tests taken						
None	47.6	4.3	3.7	15.9	3.4	25.2
One	66.5	1.9	1.2	15.8	2.3	12.3
More than one	77.1	1.7	0.3	7.8	0.3	12.8
SAT combined score						
Low quartile (400–700)	29.2	5.7	4.1	18.3	6.3	36.6
Middle quartiles (710–1020)	54.3	4.8	3.1	15.2	2.7	20.0
High quartile (1030–1600)	71.6	1.1	0.5	11.3	1.2	14.3
Grade-point average in high school						
B's or less	35.5	5.6	3.7	19.6	5.2	30.5
B+ to A-	56.6	3.8	2.8	13.9	2.4	20.6
Mostly A's	76.9	2.1	1.2	11.1	0.8	8.0
Highest degree expectation in 1996						
Don't know	48.6	6.0	3.6	14.5	2.2	25.1
Less than bachelor's degree	4.3	20.3	8.8	7.0	3.8	55.8
Bachelor's degree	39.6	6.9	3.7	14.4	3.9	31.6
Advanced degree	60.0	2.3	2.4	14.6	2.6	18.1
First degree attained by 2001						
None	†	†	†	36.4	7.1	56.4
Certificate	12.9	1.7	85.4	†	†	†
Associate's degree	14.7	85.3	†	†	†	†

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.2-B.—**Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by attendance patterns, GPA, and last institution type**

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 4-year institutions					
Total	53.0	4.4	2.8	14.5	2.8	22.5
Number of institutions attended						
One	62.4	2.0	0.7	10.5	#	24.4
Two	42.0	6.7	5.5	17.7	7.2	21.0
Three or more	27.8	11.6	8.1	29.9	7.8	14.9
Co-enrollment at two institutions						
Never co-enrolled	52.2	4.3	2.5	13.9	2.9	24.2
Sometimes co-enrolled	58.5	5.0	5.4	18.7	2.4	10.1
Attendance intensity through 2001						
Always full-time	64.7	3.7	1.7	8.8	0.9	20.2
Mixed	37.1	5.8	4.3	24.4	6.3	22.0
Always part-time	#	#	7.6	10.5	1.2	80.8
First transfer direction						
Did not transfer	62.3	2.2	1.4	11.4	0.2	22.4
Upward transfer	†	†	†	†	†	†
Lateral transfer	44.8	4.1	1.9	32.5	1.5	15.2
Downward transfer	7.3	17.9	12.3	10.9	20.1	31.6
Enrollment continuity through 2001						
Continuously enrolled	65.4	3.1	1.7	8.9	0.4	20.6
Two enrollment spells	18.6	7.4	5.8	31.0	8.8	28.4
Three or more enrollment spells	4.1	11.6	8.3	33.1	16.2	26.8
GPA first year enrolled						
Less than 2.25	24.4	6.3	4.5	18.7	6.1	39.9
2.25–3.25	62.9	3.7	2.3	13.6	1.7	15.8
Over 3.25	73.0	3.4	1.5	10.0	0.7	11.5
Type of last institution attended						
Public 2-year	†	15.2	8.2	†	31.9	44.8
Public 4-year	60.2	2.7	1.4	15.0	†	20.8
Private not-for-profit 4-year	38.3	8.3	2.0	36.5	†	14.8
Private for-profit less-than-4-year	†	28.1	43.4	†	18.8	9.7
Other institutions	1.2	17.2	29.3	12.1	9.6	30.6

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.2-C.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 4-year institutions					
Total	53.0	4.4	2.8	14.5	2.8	22.5
Gender						
Male	49.5	3.7	2.3	16.4	3.0	25.2
Female	56.0	4.9	3.3	12.9	2.8	20.1
Age when first enrolled						
18 years or younger	59.0	3.8	2.3	14.2	2.7	18.0
19 years	44.7	6.4	3.5	14.0	4.2	27.4
20–23 years	19.8	7.2	7.8	17.8	3.0	44.4
24–29 years	17.7	4.4	1.0	28.4	0.7	47.8
30 or older	8.5	6.5	8.6	12.0	5.0	59.5
Race/ethnicity						
White, non-Hispanic	56.1	4.4	2.9	13.3	2.3	21.0
Black, non-Hispanic	39.0	3.5	3.4	17.4	5.0	31.8
Hispanic	39.9	5.4	2.7	20.2	4.2	27.7
Asian/Pacific Islander	64.2	2.8	0.3	13.5	2.6	16.6
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	56.6	4.0	2.5	14.2	2.8	19.8
Single, no children (independent)	20.9	5.6	1.5	22.3	1.9	47.8
Single with children	15.2	8.3	12.3	18.0	3.4	42.8
Married	13.2	7.3	7.0	16.3	3.8	52.5
Parental education						
High school diploma or less	39.0	4.7	3.9	16.5	3.3	32.7
Some postsecondary	47.7	5.2	3.5	14.4	4.3	25.0
Bachelor's degree	62.4	5.0	1.9	14.1	2.2	14.6
Advanced degree	67.3	1.5	1.7	12.8	2.1	14.6
Student/employee role in 1995–96						
Did not work while enrolled	60.8	4.3	2.6	11.5	2.6	18.2
Student working	51.5	4.2	2.4	16.2	2.8	22.9
Employee who is enrolled	26.4	3.6	8.7	15.8	3.0	42.5
Dependent family income in 1994						
Less than $25,000	48.4	4.5	3.2	16.7	4.6	22.5
$25,000–44,999	49.7	4.9	2.7	15.3	3.3	24.0
$45,000–69,999	58.0	4.2	2.2	13.3	2.5	19.7
$70,000 or greater	67.1	2.7	2.1	12.1	1.4	14.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.2-D.—Percentage distribution of 1995–96 beginning postsecondary students who began in public 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by persistence risk factors when they first enrolled

				No degree anywhere		
	Highest degree attained anywhere			Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in public 4-year institutions					
Total	53.0	4.4	2.8	14.5	2.8	22.5
Number of risk factors when first enrolled						
None	62.2	3.6	1.8	12.8	2.5	17.2
One	42.1	5.1	3.2	18.4	4.0	27.2
Two or three	13.9	9.0	9.9	22.9	3.4	41.0
Four or more	10.5	5.4	8.6	17.5	4.0	54.1
High school diploma or equivalency status						
High school diploma	53.7	4.3	2.8	14.4	2.8	22.1
GED/high school equivalent*	9.7	9.5	6.5	22.2	5.5	46.6
None*	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	58.1	3.6	2.4	14.3	2.6	19.1
Delayed*	29.6	8.1	5.0	15.5	4.0	37.8
Attendance status when first enrolled						
Full-time	56.7	4.4	2.4	13.7	2.6	20.3
Part-time*	28.4	3.7	6.0	20.4	4.7	36.8
Dependency status when first enrolled						
Dependent	56.6	4.0	2.5	14.2	2.8	19.8
Independent*	16.4	7.0	6.7	18.8	3.1	48.1
Number of children when first enrolled						
None	55.1	4.1	2.5	14.4	2.9	21.1
One or more*	14.8	6.7	10.8	19.4	1.9	46.5
Single parent status when first enrolled						
Not a single parent	54.3	4.2	2.6	14.5	2.8	21.6
Single parent*	15.2	8.3	12.3	18.0	3.4	42.8
Worked while enrolled in 1995–96						
Did not work	60.8	4.3	2.6	11.5	2.6	18.2
Worked part time	52.0	4.3	2.3	15.4	2.9	23.1
Worked full time*	28.6	3.9	6.8	21.0	3.3	36.5

‡Reporting standards not met. (Too few cases for a reliable estimate.)

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.3-A.—Percentage distribution of 1995–96 beginning postsecondary students who began in private not-for-profit 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by degree goal, first degree attained, and academic preparation

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in private not-for-profit 4-year institutions					
Total	68.8	2.8	1.8	7.1	2.3	17.2
Highest offering of first institution						
Non-doctorate-granting	64.6	3.5	1.9	7.2	2.6	20.3
Doctorate-granting	76.8	1.5	1.6	6.9	1.8	11.3
Degree goal in 1995–96						
None	18.7	11.5	4.9	9.4	6.8	48.8
Certificate	‡	‡	‡	‡	‡	‡
Associate's degree	42.6	18.2	4.2	3.2	2.9	29.0
Bachelor's degree	73.0	1.8	1.3	7.2	2.0	14.7
Number of Advanced Placement tests taken						
None	62.7	3.5	1.9	8.3	2.5	21.0
One	77.7	1.3	1.5	5.0	2.3	12.2
More than one	86.0	0.5	0.1	4.8	0.9	7.7
SAT combined score						
Low quartile (400–700)	44.4	5.6	5.8	8.7	6.3	29.2
Middle quartiles (710–1020)	66.2	3.7	0.9	7.2	2.7	19.4
High quartile (1030–1600)	85.7	0.7	0.2	5.1	0.8	7.5
Grade-point average in high school						
B's or less	53.7	4.8	1.9	7.7	4.3	27.6
B+ to A-	74.3	3.0	0.8	7.4	1.5	13.1
Mostly A's	85.3	1.6	0.3	4.3	1.0	7.6
Highest degree expectation in 1996						
Don't know	68.0	2.9	2.0	4.6	0.9	21.8
Less than bachelor's degree	‡	‡	‡	‡	‡	‡
Bachelor's degree	51.6	4.7	2.3	9.7	2.8	29.0
Advanced degree	75.1	2.0	1.0	7.1	2.1	12.6
First degree attained by 2001						
None	†	†	†	26.6	8.7	64.7
Certificate	13.6	0.8	85.6	†	†	†
Associate's degree	30.5	69.5	†	†	†	†

‡Reporting standards not met. (Too few cases for a reliable estimate.)
†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.3-B.—Percentage distribution of 1995–96 beginning postsecondary students who began in private not-for-profit 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by attendance patterns, GPA, and last institution type

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in private not-for-profit 4-year institutions					
Total	68.8	2.8	1.8	7.1	2.3	17.2
Number of institutions attended						
One	79.4	1.0	0.8	4.0	#	14.9
Two	55.7	4.5	2.7	10.0	4.2	22.8
Three or more	39.0	9.3	5.6	18.3	11.3	16.5
Co-enrollment at two institutions						
Never co-enrolled	68.6	2.7	1.7	7.0	2.4	17.5
Sometimes co-enrolled	70.2	3.4	2.1	7.4	1.7	15.2
Attendance intensity through 2001						
Always full-time	77.0	2.1	1.0	4.8	1.0	14.1
Mixed	53.4	4.5	3.1	12.0	5.4	21.7
Always part-time	#	2.4	12.2	15.6	2.5	67.3
First transfer direction						
Did not transfer	80.1	1.1	0.8	4.1	0.2	13.7
Upward transfer	†	†	†	†	†	†
Lateral transfer	45.4	3.6	0.9	20.9	4.8	24.5
Downward transfer	11.7	16.5	11.3	9.3	16.4	34.8
Enrollment continuity through 2001						
Continuously enrolled	77.9	1.9	1.3	3.3	0.4	15.2
Two enrollment spells	30.2	8.5	3.2	22.3	7.8	28.1
Three or more enrollment spells	12.7	1.0	8.9	34.0	24.8	18.6
GPA first year enrolled						
Less than 2.25	33.8	5.6	5.5	10.7	6.6	37.9
2.25–3.25	73.3	3.1	1.0	6.6	1.6	14.3
Over 3.25	83.6	1.1	0.4	5.2	1.0	8.8
Type of last institution attended						
Public 2-year	†	9.1	3.4	†	30.5	57.1
Public 4-year	44.3	4.8	1.1	23.9	†	25.9
Private not-for-profit 4-year	79.6	1.5	0.8	5.2	†	13.0
Private for-profit less-than-4-year	†	17.3	45.2	†	21.9	15.6
Other institutions	‡	‡	‡	‡	‡	‡

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.3-C.—Percentage distribution of 1995–96 beginning postsecondary students who began in private not-for-profit 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in private not-for-profit 4-year institutions					
Total	68.8	2.8	1.8	7.1	2.3	17.2
Gender						
Male	65.8	2.6	1.9	8.5	2.3	18.9
Female	71.2	3.0	1.7	6.0	2.3	15.9
Age when first enrolled						
18 years or younger	74.2	2.6	1.1	6.3	1.8	14.1
19 years	56.4	3.8	2.7	8.2	4.5	24.4
20–23 years	30.0	5.5	4.7	12.6	10.0	37.2
24–29 years	36.6	4.9	11.2	6.3	3.6	37.4
30 or older	15.2	2.0	12.7	20.9	#	49.3
Race/ethnicity						
White, non-Hispanic	72.4	2.6	1.2	5.8	1.6	16.4
Black, non-Hispanic	50.7	2.7	5.9	11.8	5.3	23.7
Hispanic	55.6	6.3	3.0	10.1	4.8	20.3
Asian/Pacific Islander	77.6	0.8	#	6.3	2.8	12.6
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	71.8	2.7	1.3	6.6	2.2	15.4
Single, no children (independent)	51.0	3.8	7.2	3.6	3.4	31.0
Single with children	30.9	7.9	2.7	22.0	#	36.6
Married	17.6	2.3	13.7	16.2	3.3	46.9
Parental education						
High school diploma or less	54.0	4.1	3.4	7.0	4.5	27.1
Some postsecondary	58.0	4.9	2.4	8.9	3.2	22.6
Bachelor's degree	73.7	2.4	1.0	6.7	1.5	14.8
Advanced degree	82.7	1.3	0.2	6.1	0.9	8.9
Student/employee role in 1995–96						
Did not work while enrolled	73.9	2.2	1.0	6.3	1.2	15.5
Student working	69.6	3.2	1.5	7.0	2.8	15.9
Employee who is enrolled	34.9	2.2	7.6	13.5	2.5	39.3
Dependent family income in 1994						
Less than $25,000	56.2	4.8	3.2	8.9	4.6	22.2
$25,000–44,999	64.4	3.5	1.5	6.1	2.8	21.9
$45,000–69,999	72.9	2.8	0.8	6.7	1.6	15.1
$70,000 or greater	82.9	1.1	0.6	5.7	1.1	8.5

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 2.3-D.—Percentage distribution of 1995–96 beginning postsecondary students who began in private not-for-profit 4-year institutions according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students who began in private not-for-profit 4-year institutions					
Total	68.8	2.8	1.8	7.1	2.3	17.2
Number of risk factors when first enrolled						
None	75.9	2.2	0.9	5.9	1.6	13.5
One	51.6	5.3	3.9	10.2	4.9	24.2
Two or three	33.1	4.5	5.5	11.4	7.3	38.3
Four or more	20.9	4.6	9.6	17.0	1.9	46.0
High school diploma or equivalency status						
High school diploma	69.9	2.7	1.6	7.0	2.3	16.5
GED/high school equivalent*	30.2	6.1	7.7	10.7	3.9	41.4
None*	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	73.7	2.6	0.9	6.5	1.9	14.5
Delayed*	39.1	4.3	7.3	10.5	4.9	33.9
Attendance status when first enrolled						
Full-time	71.8	2.8	1.3	6.3	2.0	15.7
Part-time*	29.2	1.6	7.4	18.5	6.1	37.2
Dependency status when first enrolled						
Dependent	71.8	2.7	1.3	6.6	2.2	15.4
Independent*	33.2	4.1	8.8	12.7	2.6	38.6
Number of children when first enrolled						
None	70.7	2.8	1.5	6.6	2.2	16.2
One or more*	17.3	4.0	10.1	22.4	3.1	43.2
Single parent status when first enrolled						
Not a single parent	69.8	2.7	1.8	6.8	2.3	16.7
Single parent*	30.9	7.9	2.7	22.0	#	36.6
Worked while enrolled in 1995–96						
Did not work	73.9	2.2	1.0	6.3	1.2	15.5
Worked part time	69.8	3.0	1.8	6.9	2.6	15.9
Worked full time*	38.2	4.4	5.7	13.5	4.7	33.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 3: Retention and Attainment at the First Institution Attended After Six Years

The tables in section 3 display the attainment and enrollment outcomes after six years at the first institution attended. The tables show the percentage of beginning students who attained a bachelor's degree, an associate's degree or a certificate at that institution. These are the institutional degree completion rates after six years. The tables also show the percentage of beginning students who had attained no degree at the first institution, but were still enrolled there after six years (including stopouts who had left and then returned), the percentage who had left postsecondary education from the first institution and had never enrolled anywhere else by June 2001, and the percentage who transferred out of the first institution before attaining any degree and then enrolled at a different institution. Priority is given to the highest degree attained at the first institution, and there is no separate category for those who attained a sub-baccalaureate degree at the first institution and then transferred.

From the institutional perspective of retention at that institution, both those who transferred without a degree and those who left postsecondary education before degree completion were not retained. Persistence from the student perspective, which includes what happened to those who transferred, is displayed in the tables in section 2. Since two-thirds of the beginners did not transfer, many of the patterns in this section are the same as in section 2, but the attainment rates at the first institution will almost always be lower than the attainment rates of the students anywhere.

All Beginning Students

Table 3.0-A: First institutions and programs

- By June 2001, about one-fourth (26 percent) of all 1995–96 beginning postsecondary students had transferred from their first institution before attaining a degree.
- Beginning students who enrolled initially in a private not-for-profit 4-year institution in 1995–96 were more likely than those who started in a public 4-year institution to have attained a bachelor's degree at that institution by June 2001 (61 percent compared with 46 percent).

- Among all students who began postsecondary education in 1995–96, those who started in an associate's degree program were more likely to have transferred and more likely to have left postsecondary education from the first institution than those who were in a bachelor's degree program at a 4-year institution.

Table 3.0-B: Enrollment patterns

- Among students who left the first institution by the end of their first year in postsecondary education (in 1995–96), 45 percent transferred to another institution and another 46 percent left postsecondary education directly from the first institution.
- Beginning students who had two separate enrollment spells at the first institution (stopouts) were more likely to still be enrolled without a degree at that institution than those who were continuously enrolled at the first institution (24 percent vs. 2 percent).
- Among all 1995–96 beginning students, those whose GPA was under 2.25 at the end of the first year were more likely to have left postsecondary education permanently from the first institution than those who had higher first-year grades (42 percent compared with 21–22 percent).

Table 3.0-C: Demographic characteristics

- Those students who worked while enrolled during the first year and considered themselves to be primarily students were more likely to transfer than either students who did not work or those who considered themselves to be primarily employees (32 percent compared with 19–24 percent).
- High-income dependent students (parental income of $70,000 or more in 1994) were less likely to leave postsecondary education permanently from the first institution attended than those in the lower income groups (12 percent compared with 21–27 percent).

Table 3.0-D: Persistence risk factors

- Among all 1995–96 beginning students, those who had delayed entry after high school were more likely to leave postsecondary education permanently from the first institution attended than those who enrolled immediately after high school (41 percent vs. 20 percent).

Public 2-Year Institutions

Table 3.1-A: Degree Goals and Programs

- About one-half (52 percent) of the beginners at public 2-year institutions who had a bachelor's degree goal transferred to another institution, and about one-quarter (29 percent) left postsecondary education directly from the first institution they attended.

- Among 1995–96 students beginning at public 2-year institutions, no difference could be detected in the proportion of those in associate's degree programs who transferred compared with the proportion who left postsecondary education from the first institution by June 2001.

Table 3.1-B: Enrollment patterns

- Of the students who began at a public 2-year institution in 1995–96 and also left that institution after the first year, 42 percent had transferred to a different institution.

Table 3.1-C: Demographic characteristics

- Among students who began postsecondary education at public 2-year institutions in 1995–96, men were more likely than women to transfer from the first institution (37 vs. 27 percent), and men were less likely than women to leave postsecondary education directly from the first institution (35 percent vs. 43 percent).
- Beginning students at public 2-year institutions who worked while enrolled and considered themselves to be primarily employees were more likely to leave postsecondary education without a degree directly from the first institution than those who considered themselves to be working students (51 percent compared with 31 percent).
- Among 1995–96 beginners at public 2-year institutions, high-income dependent students (whose parents' income was $70,000 or more in 1994) were more likely to transfer than those whose income was less than $45,000 (54 percent compared with 32–35 percent).

Table 3.1-D: Persistence risk factors

- Among 1995–96 beginning students at public 2-year institutions, those without any risk factors when they began were less likely to leave postsecondary education from the first institution than those who had one or more risk factors and more likely to transfer than those who had two or more risk factors.

Public 4-Year Institutions

Table 3.2-A: Institution type and goals

- Among 1995–96 beginning students who first attended a public 4-year institution, those who attended doctorate-granting institutions were more likely than those who attended non-doctorate-granting institutions to attain a bachelor's degree at that institution (52 percent compared with 35 percent).

- Students who started at a public non-doctorate-granting institution were more likely to transfer from that institution (30 percent) than students who began at a doctorate-granting institution (24 percent).
- Those students who began postsecondary education in 1995–96 at a public 4-year institution without a specific degree goal were more likely than those who had a degree goal to transfer from the first institution (64 percent compared with 15–24 percent).
- Beginning students at public 4-year institutions whose SAT combined scores fell into the lowest quartile (a score between 400–700) were less likely than those whose scores fell into the middle or highest quartiles (a score between 710–1600) to have attained a bachelor's degree at the first institution (25 percent vs. 45–65 percent).

Table 3.2-B: Enrollment patterns at the first institution

- Those students who were enrolled full time during their first enrollment spell at the public 4-year institution where they began were more likely than those whose enrollment intensity was mixed to have attained a bachelor's degree at the first institution (51 percent vs. 34 percent).
- Students who began at a public 4-year institution in 1995–96 and were also last enrolled in that institution during the 1995–96 academic year (that is, students who left during the first year) were more likely to have transferred elsewhere (71 percent) than to have left postsecondary education permanently (28 percent). Students who were last enrolled during the 1996–97 academic year (who left during the second year) were also more likely to have transferred elsewhere (63 percent) than to have left postsecondary education permanently (28 percent).
- Among 1995–96 beginning students who first attended a public 4-year institution, those whose grade-point average at the end of their first year was below 2.25 were more likely than those whose grade-point average was above 2.25 to have transferred from the first institution without earning a degree (39 percent vs. 22 and 19 percent). Those whose grade-point average during the first year was below 2.25 were also more likely than those whose grade-point average was above 2.25 to have left postsecondary education permanently from the first institution (29 percent vs. 12 and 9 percent).

Table 3.2-C: Demographic characteristics

- Among 1995–96 beginning students who first attended a public 4-year institution, women were more likely than men to have attained a bachelor's degree at the first institution (48 percent compared with 43 percent). However, no difference could be detected between men and women in the percentage who transferred without a degree from the first institution.
- Among public 4-year beginners, those whose parents had no more than a high school degree were more likely than those whose parents attained a bachelor's degree or an

advanced degree to have left postsecondary education directly from the first institution (27 percent compared with 10 percent).

- Public 4-year dependent beginners whose parents earned $70,000 or more in 1994 were more likely than those whose parents earned less than $70,000 to have attained a bachelor's degree at the first institution (58 percent compared with 41–49 percent).

Table 3.2-D: Persistence risk factors

- Those public 4-year beginners who delayed enrollment after high school were less likely than those who did not delay to have attained a bachelor's degree at the first institution; about one-quarter of those who delayed (27 percent) compared with about one-half (50 percent) of those who did not delay enrollment attained their bachelor's degrees at the first institution.
- Students who began at public 4-year institutions who did not work while enrolled in the first year were more likely than those who worked part time to have attained a bachelor's degree at the first institution (52 percent compared with 45 percent). Students who worked part time were more likely than those who worked full time during the first year to have attained a bachelor's degree from the first institution (45 percent compared with 24 percent). No difference could be detected in transfer rates among students by how much they worked while enrolled.

Private Not-for-Profit 4-Year Institutions

Table 3.3-A: Institution type and academic preparation

- Among 1995–96 beginning students who first attended a private not-for-profit 4-year institution, those who started at doctorate-granting institutions were more likely than those who started at non-doctorate-granting institutions to have attained a bachelor's degree at that first institution (68 percent compared with 57 percent).
- Private not-for-profit 4-year beginners who first attended non-doctorate-granting institutions were more likely than those who first attended doctorate-granting institutions to transfer without a degree from the first institution (26 percent vs. 19 percent).
- Those students who began at private not-for-profit 4-year institutions who took any Advanced Placement tests were more likely to have attained a bachelor's degree at the first institution than those who had not taken any Advanced Placement tests (55 percent). No difference could be detected in the bachelor's degree attainment rates at the first institution between students who took one AP test and those who took more than one.
- Among 1995–96 beginning students who first attended a private not-for-profit 4-year institution, those who scored in the highest quartile (a score between 1030–1600 on the

SAT) were more likely than those who scored in the middle or low quartiles to have attained a bachelor's degree at the first institution (77 percent vs. 41–57 percent).

- Beginners at private not-for-profit 4-year institutions whose grade-point averages in high school were above a B+ were more likely than those whose grade-point averages were B or below to have attained a bachelor's degree at the first institution (64–77 percent vs. 46 percent).

Table 3.3-B: Enrollment patterns

- Beginning students in 1995–96 who first attended a private not-for-profit 4-year institution and were also last enrolled in that institution during the 1995–96 academic year (their first year at the institution) were more likely to have transferred elsewhere than to have left postsecondary education (74 percent vs. 25 percent). Students who were last enrolled in the first institution during the 1996–97 academic year (their second year at the institution) were also more likely to have transferred elsewhere than to have left postsecondary education (72 percent vs. 24 percent).
- Among 1995–96 beginning students who first attended a private not-for-profit 4-year institution, those whose grade-point average during the first year of enrollment was between 2.25 and 3.25 were more likely than those whose grade-point average was below 2.25 to have attained a bachelor's degree at the first institution (64 percent vs. 30 percent). However, students with the highest GPA in their first year of enrollment (over 3.25) were the most likely to have attained a bachelor's degree from the first institution (76 percent).

Table 3.3-C: Demographic characteristics

- Among students who began at private not-for-profit 4-year institutions, White, non-Hispanic students and Asian/Pacific Islander students were more likely than Black, non-Hispanic students and Hispanic students to have attained a bachelor's degree at the first institution. No differences could be detected between the bachelor's degree attainment rates of White, non-Hispanic students and Asian/Pacific Islander students or between Black, non-Hispanic students and Hispanic students.
- Among 1995–96 beginning students who first attended a private not-for-profit 4-year institution, students who worked during the first year and considered themselves to be primarily employees were less likely to have attained a bachelor's degree from the first institution than those who did not work or considered themselves to be primarily students (33 percent compared with 61–66 percent).

Table 3.3-D: Persistence risk factors

- Those students who began at private not-for-profit 4-year institutions who delayed enrollment after high school were less likely than those who did not delay to have attained a bachelor's degree at the first institution (37 percent vs. 65 percent).

Table 3.0-A.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by first institution type and first degree plans

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	All beginning students					
Total	20.8	9.1	9.5	5.8	28.4	26.4
Type of first institution						
4-year						
Public	45.5	1.9	1.0	8.3	17.1	26.3
Private not-for-profit	61.0	1.0	0.6	3.2	10.9	23.3
Private for-profit	17.5	11.7	9.2	6.0	29.8	25.9
2-year						
Public	†	16.0	6.4	6.6	39.2	31.8
Private not-for-profit	†	31.7	15.2	0.4	25.5	27.2
Private for-profit	†	23.9	27.2	0.2	35.9	12.9
Less-than-2-year						
Public	†	†	52.4	5.5	32.2	10.0
Private for-profit	†	†	58.5	0.2	32.9	8.4
Level of first institution						
4-year	50.7	1.7	1.0	6.4	15.0	25.2
2-year	†	16.9	8.0	6.0	38.7	30.4
Less-than-2-year	†	†	57.0	1.3	33.0	8.8
Degree plans at first institution						
Certificate	0.8	2.6	42.7	1.7	39.2	13.1
Associate's degree	0.8	19.8	3.7	6.8	35.7	33.2
Bachelor's degree	53.6	0.7	0.6	6.6	13.4	25.1
Degree goal in 1995–96						
None	1.1	5.4	7.1	2.7	45.4	38.4
Certificate	0.2	2.3	49.3	3.3	35.0	9.9
Associate's degree	0.8	24.9	6.1	6.9	37.9	23.4
Bachelor's degree	42.4	3.7	0.8	6.6	16.7	29.8
Highest degree expectation in 1996						
Don't know	19.4	6.9	14.4	3.6	36.9	19.0
Less than bachelor's degree	0.2	11.4	25.2	2.9	47.1	13.3
Bachelor's degree	9.8	11.0	8.4	7.0	32.6	31.1
Advanced degree	35.1	7.7	3.1	6.5	16.6	31.0

†Not applicable.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.0-B.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by attendance patterns and GPA

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
			All beginning students			
Total	20.8	9.1	9.5	5.8	28.4	26.4
Attendance intensity—first institution spell						
Always full-time	30.6	8.8	9.6	3.9	20.7	26.5
Mixed	10.4	15.3	8.9	8.4	29.2	27.9
Always part-time	0.2	2.6	9.8	9.1	54.2	24.1
Last year enrolled at first institution						
1995–1996	†	†	9.6	†	45.8	44.7
1996–1997	†	12.3	22.8	†	26.0	38.9
1997–1998	6.0	21.9	8.1	†	33.9	30.1
1998–1999	65.6	9.2	1.4	†	16.2	7.7
1999–2000	60.6	11.4	5.8	†	17.0	5.1
2000–2001	16.0	8.0	3.5	61.5	10.4	0.7
First transfer direction						
Did not transfer	30.7	6.9	12.1	8.5	41.9	†
Upward transfer	†	30.0	4.9	†	†	65.1
Lateral transfer	†	3.6	3.9	†	†	92.5
Downward transfer	†	1.7	2.0	†	†	96.4
Enrollment continuity at first institution						
Continuously enrolled	23.2	8.9	9.6	2.2	27.0	29.1
Two enrollment spells	8.7	10.6	8.6	23.9	36.5	11.7
Three or more enrollment spells	5.6	6.1	12.6	30.3	33.2	12.2
GPA first year enrolled						
Less than 2.25	7.5	5.6	3.8	7.0	41.6	34.5
2.25–3.25	28.6	12.7	5.7	4.7	21.1	27.2
Over 3.25	29.6	11.8	11.3	5.0	22.1	20.1

†Not applicable.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.0-C.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by demographic characteristics

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
			All beginning students			
Total	20.8	9.1	9.5	5.8	28.4	26.4
Gender						
Male	19.6	9.7	8.2	5.9	27.1	29.5
Female	21.9	8.6	10.6	5.6	29.5	23.8
Age when first enrolled						
18 years or younger	32.5	9.0	3.5	5.7	18.9	30.5
19 years	14.6	12.8	8.2	5.7	26.6	32.0
20–23 years	4.2	9.5	16.8	8.2	38.1	23.3
24–29 years	2.1	6.7	25.8	6.8	45.0	13.6
30 or older	1.1	8.3	24.5	3.6	51.0	11.5
Race/ethnicity						
White, non-Hispanic	22.6	9.8	8.9	5.6	26.8	26.2
Black, non-Hispanic	14.0	3.9	13.1	4.7	36.4	28.0
Hispanic	13.7	9.7	11.4	6.6	35.1	23.5
Asian/Pacific Islander	33.1	8.1	4.0	8.9	17.1	28.8
American Indian/Alaska Native	8.8	4.6	8.7	3.5	29.8	44.6
Marital status and children when first enrolled						
Single, no children (dependent)	28.3	9.7	4.4	6.0	21.3	30.3
Single, no children (independent)	5.0	7.7	23.4	7.9	39.8	16.3
Single with children	1.5	11.4	25.8	3.2	44.5	13.6
Married	1.5	4.6	20.5	5.9	49.8	17.8
Parental education						
High school diploma or less	10.5	10.7	14.8	6.0	37.6	20.3
Some postsecondary	15.2	8.0	8.2	6.1	31.8	30.7
Bachelor's degree	29.7	10.6	3.8	4.0	18.5	33.4
Advanced degree	47.2	5.2	1.1	5.4	10.3	30.9
Student/employee role in 1995–96						
Did not work while enrolled	29.4	7.8	11.6	3.4	24.3	23.5
Student working	22.6	10.2	5.9	6.8	22.7	31.9
Employee who is enrolled	4.1	8.8	14.2	6.3	47.5	19.1
Dependent family income in 1994						
Less than $25,000	19.0	12.4	6.5	7.4	26.6	28.2
$25,000–44,999	21.8	8.8	6.4	6.9	26.0	30.0
$45,000–69,999	30.5	10.1	3.0	4.7	21.1	30.7
$70,000 or greater	42.0	7.3	1.8	5.0	11.5	32.4

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.0-D.—Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE[1]	Transferred
			All beginning students			
Total	20.8	9.1	9.5	5.8	28.4	26.4
Number of risk factors when first enrolled						
None	40.9	9.0	2.7	4.7	13.2	29.6
One	13.0	11.6	7.2	7.3	28.9	32.0
Two or three	2.2	8.5	16.7	7.3	41.6	23.7
Four or more	1.2	7.5	21.0	5.5	49.2	15.6
High school diploma or equivalency status						
High school diploma	22.9	9.3	8.1	5.9	26.7	27.2
GED/high school equivalent[2]	1.8	9.1	22.3	6.6	39.6	20.7
None[2]	0.5	4.5	23.4	#	57.1	14.5
Delayed postsecondary enrollment						
Did not delay	30.7	9.2	3.5	5.6	20.0	31.1
Delayed[2]	5.6	9.4	18.6	6.5	40.7	19.2
Attendance status when first enrolled						
Full-time	28.3	9.5	9.7	4.7	22.3	25.5
Part-time[2]	3.7	9.0	10.1	9.0	44.1	24.1
Dependency status when first enrolled						
Dependent	28.3	9.7	4.4	6.0	21.3	30.3
Independent[2]	2.3	7.6	22.9	5.5	45.7	16.1
Number of children when first enrolled						
None	25.0	9.3	6.8	6.0	24.2	28.7
One or more[2]	1.3	8.1	23.7	4.9	47.6	14.4
Single parent status when first enrolled						
Not a single parent	23.1	8.9	7.9	6.1	26.4	27.7
Single parent[2]	1.5	11.4	25.8	3.2	44.5	13.6
Worked while enrolled in 1995–96						
Did not work	29.4	7.8	11.6	3.4	24.3	23.5
Worked part time	23.4	11.2	6.5	6.6	23.1	29.2
Worked full time[2]	4.8	6.7	13.2	6.6	44.6	24.1

#Rounds to zero.

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.1-A.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by first institution type and first degree plans

	Highest degree attained at first institution		No degree at first institution		
	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	Students who began in public 2-year institutions				
Total	16.0	6.4	6.6	39.2	31.8
Degree plans at first institution					
Certificate	4.1	25.2	1.7	52.1	16.9
Associate's degree	18.7	3.3	7.5	35.8	34.7
Degree goal in 1995–96					
None	8.4	1.2	3.3	48.8	38.4
Certificate	4.5	30.9	6.5	46.8	11.5
Associate's degree	23.3	5.6	7.8	39.0	24.4
Bachelor's degree	12.0	1.3	6.1	28.6	52.1
Program/field at first institution					
Vocational certificate	4.1	25.2	1.7	52.1	16.9
Associate's applied fields	19.6	4.9	8.7	41.0	25.9
Associate's liberal arts/uncertain	18.0	1.9	6.5	31.1	42.5
Highest degree expectation in 1996					
Don't know	11.4	11.2	3.7	52.2	21.4
Less than bachelor's degree	15.6	9.4	3.9	55.1	16.1
Bachelor's degree	15.1	6.1	7.8	38.8	32.4
Advanced degree	18.6	2.8	7.5	25.0	46.1

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.1-B.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by attendance patterns and GPA

	Highest degree attained at first institution		No degree at first institution		
	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	Students who began in public 2-year institutions				
Total	16.0	6.4	6.6	39.2	31.8
Attendance intensity—first institution spell					
Always full-time	22.9	4.3	4.0	29.7	39.2
Mixed	21.4	7.1	6.7	33.9	31.0
Always part-time	2.7	8.3	9.4	55.6	24.0
Last year enrolled at first institution					
1995–1996	†	5.1	†	53.4	41.5
1996–1997	17.2	8.5	†	30.9	43.4
1997–1998	26.6	4.9	†	36.5	32.0
1998–1999	32.8	3.2	†	43.8	20.2
1999–2000	36.6	16.3	†	34.8	12.3
2000–2001	14.9	5.3	64.9	13.9	1.0
First transfer direction					
Did not transfer	12.2	9.7	11.2	67.0	†
Upward transfer	32.4	1.2	†	†	66.4
Lateral transfer	5.1	3.5	†	†	91.4
Downward transfer	3.3	†	†	†	96.7
Enrollment continuity at first institution					
Continuously enrolled	16.6	5.6	1.4	38.7	37.6
Two enrollment spells	14.6	8.1	24.5	41.3	11.6
Three or more enrollment spells	‡	‡	‡	‡	‡
GPA first year enrolled					
Less than 2.25	7.9	3.3	7.2	47.9	33.6
2.25–3.25	24.6	5.4	3.4	31.6	35.1
Over 3.25	20.0	11.6	6.8	35.8	25.9

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.1-C.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by demographic characteristics

	Highest degree attained at first institution		No degree at first institution		
	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
			Students who began in public 2-year institutions		
Total	16.0	6.4	6.6	39.2	31.8
Gender					
Male	16.2	6.9	5.5	34.7	36.7
Female	15.9	6.0	7.5	43.3	27.3
Age when first enrolled					
18 years or younger	20.0	4.1	5.8	29.7	40.5
19 years	20.0	3.5	7.0	31.1	38.4
20–23 years	13.4	6.5	10.9	41.7	27.5
24–29 years	8.0	16.1	8.9	50.3	16.7
30 or older	10.7	12.0	3.8	59.7	13.8
Race/ethnicity					
White, non-Hispanic	17.2	6.9	6.9	37.2	31.8
Black, non-Hispanic	6.5	10.2	3.8	46.6	32.9
Hispanic	15.3	2.9	6.5	50.1	25.3
Asian/Pacific Islander	20.2	#	11.5	24.3	44.0
American Indian/Alaskan Native	‡	‡	‡	‡	‡
Marital status and children when first enrolled					
Single, no children (dependent)	19.4	3.9	6.6	31.3	38.9
Single, no children (independent)	10.6	9.8	10.4	50.6	18.6
Single with children	18.9	11.9	3.6	51.3	14.3
Married	4.4	12.0	7.3	54.4	22.0
Parental education					
High school diploma or less	16.7	8.0	7.6	46.5	21.3
Some postsecondary	11.2	5.4	5.9	42.0	35.7
Bachelor's degree	22.1	3.1	2.5	27.3	45.0
Advanced degree	17.3	0.9	6.3	16.1	59.3
Student/employee role in 1995–96					
Did not work while enrolled	20.0	5.4	1.9	40.2	32.5
Student working to meet expenses	17.5	3.7	7.8	30.8	40.2
Employee who is enrolled	11.4	10.4	6.8	51.1	20.3
Dependent family income in 1994					
Less than $25,000	22.4	3.5	7.4	34.6	32.2
$25,000–44,999	14.3	6.4	8.1	36.3	35.0
$45,000–69,999	21.3	2.6	4.8	32.6	38.7
$70,000 or greater	19.5	2.6	5.8	17.9	54.2

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.1-D.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained at first institution		No degree at first institution		
	Associate's degree	Certificate	Still enrolled	Left PSE[1]	Transferred
	Students who began in public 2-year institutions				
Total	16.0	6.4	6.6	39.2	31.8
Number of risk factors when first enrolled					
None	27.9	3.0	3.5	19.6	46.0
One	17.3	4.2	7.1	33.6	37.9
Two or three	10.0	5.4	9.3	47.3	28.0
Four or more	9.9	13.4	6.7	53.1	17.1
High school diploma or equivalency status					
High school diploma	16.7	5.9	6.6	38.0	32.7
GED/high school equivalent[2]	12.5	8.6	9.1	41.1	28.6
None[2]	7.3	13.3	#	60.7	18.7
Delayed postsecondary enrollment					
Did not delay	19.4	3.2	5.4	30.8	41.3
Delayed[2]	12.8	9.7	8.5	47.2	21.7
Attendance status when first enrolled					
Full-time	22.0	5.5	4.3	32.7	35.5
Part-time[2]	10.8	8.5	9.6	46.8	24.3
Dependency status when first enrolled					
Dependent	19.4	3.9	6.6	31.3	38.9
Independent[2]	9.8	11.5	6.9	52.7	19.1
Number of children when first enrolled					
None	17.2	5.1	6.9	34.8	36.0
One or more[2]	11.7	12.1	5.9	53.7	16.6
Single parent status when first enrolled					
Not a single parent	15.8	5.9	7.0	37.3	34.0
Single parent[2]	18.9	11.9	3.6	51.3	14.3
Worked while enrolled in 1995–96					
Did not work	20.0	5.4	1.9	40.2	32.5
Worked part time	20.8	4.3	7.8	30.9	36.2
Worked full time[2]	7.7	10.0	6.9	49.9	25.5

#Rounds to zero.

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.2-A.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by first institution type and academic preparation

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	Students who began in public 4-year institutions					
Total	45.5	1.9	1.0	8.3	17.1	26.3
Highest offering of first institution						
Non-doctorate-granting	34.7	3.5	1.6	8.9	21.6	29.8
Doctorate-granting	52.2	0.9	0.6	8.0	14.3	24.1
Degree goal in 1995–96						
None	6.2	0.5	0.1	3.5	25.5	64.2
Certificate	6.8	15.8	6.1	14.2	42.6	14.7
Associate's degree	7.6	23.0	7.3	5.8	36.9	19.4
Bachelor's degree	50.0	1.1	0.7	8.7	15.2	24.3
Number of Advanced Placement tests taken						
None	39.9	1.8	1.3	8.8	19.1	29.1
One	57.7	#	0.6	9.1	8.7	24.0
More than one	70.8	1.0	#	5.8	8.0	14.5
SAT combined score						
Low quartile (400–700)	24.6	2.9	0.9	10.4	26.9	34.3
Middle quartiles (710–1020)	45.1	1.1	0.8	8.3	14.9	29.8
High quartile (1030–1600)	64.6	0.9	0.3	7.3	9.7	17.3
Grade-point average in high school						
B's or less	27.9	1.3	1.1	9.6	21.3	38.8
B+ to A-	48.3	1.0	0.2	8.3	14.4	27.8
Mostly A's	67.8	1.0	0.7	6.8	5.3	18.4
Highest degree expectation 1996						
Don't know	42.8	2.8	0.8	8.3	20.4	24.9
Less than bachelor's degree	2.0	16.6	4.5	4.0	47.1	25.7
Bachelor's degree	30.9	2.6	1.5	9.3	23.4	32.4
Advanced degree	52.3	1.0	0.9	8.0	13.2	24.7

#Rounds to zero.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.2-B.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by attendance patterns and GPA

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
			Students who began in public 4-year institutions			
Total	45.5	1.9	1.0	8.3	17.1	26.3
Attendance intensity—first institution spell						
Always full-time	50.6	1.7	0.5	6.4	14.4	26.4
Mixed	33.8	2.9	2.6	16.1	19.9	24.6
Always part-time	1.7	1.1	2.6	11.4	52.3	31.0
Last year enrolled at first institution						
1995–1996	†	†	0.5	†	28.1	71.3
1996–1997	†	6.1	3.4	†	27.7	62.8
1997–1998	23.3	5.8	1.7	†	30.0	39.3
1998–1999	81.6	1.3	0.2	†	11.0	5.8
1999–2000	87.7	0.5	0.4	†	9.3	2.2
2000–2001	31.8	1.3	1.1	58.2	7.2	0.4
First transfer direction						
Did not transfer	62.3	2.0	1.0	11.4	23.3	†
Upward transfer	†	†	†	†	†	†
Lateral transfer	†	2.3	#	†	†	97.7
Downward transfer	†	1.1	1.9	†	†	97.1
Enrollment continuity at first institution						
Continuously enrolled	49.0	1.9	0.9	4.8	15.2	28.3
Two enrollment spells	22.6	2.4	0.9	31.3	29.2	13.8
Three or more enrollment spells	9.4	#	4.5	45.9	36.9	3.3
GPA first year enrolled						
Less than 2.25	19.3	1.6	1.2	9.5	29.4	39.1
2.25–3.25	54.4	2.1	0.9	8.3	12.0	22.3
Over 3.25	63.3	2.0	0.8	6.5	8.8	18.6

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.2-C.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by demographic characteristics

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE•	Transferred
	Students who began in public 4-year institutions					
Total	45.5	1.9	1.0	8.3	17.1	26.3
Gender						
Male	42.5	1.6	1.1	10.2	18.3	26.4
Female	48.0	2.2	0.9	6.7	16.0	26.2
Age when first enrolled						
18 years or younger	50.6	1.4	0.7	8.0	12.7	26.6
19 years	39.5	3.1	0.8	7.0	19.5	30.2
20–23 years	17.5	5.1	4.7	11.9	41.1	19.6
24–29 years	13.3	3.7	#	15.2	42.0	25.9
30 or older	8.5	5.3	3.9	9.4	60.9	12.1
Race/ethnicity						
White, non-Hispanic	48.1	1.9	1.1	7.4	16.0	25.5
Black, non-Hispanic	33.6	1.5	0.5	9.2	26.6	28.8
Hispanic	34.1	1.9	0.7	13.2	18.3	31.7
Asian/Pacific Islander	57.5	#	#	9.5	11.6	21.4
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	48.5	1.6	0.9	8.0	14.3	26.8
Single, no children (independent)	18.9	4.4	#	14.3	39.2	23.1
Single with children	12.0	6.4	3.2	12.3	47.1	18.9
Married	13.2	3.9	3.5	11.0	51.1	17.3
Parental education						
High school diploma or less	32.5	2.9	1.3	9.2	26.7	27.4
Some postsecondary	40.6	2.8	1.6	8.8	17.9	28.4
Bachelor's degree	53.8	1.5	0.7	7.6	10.0	26.4
Advanced degree	59.1	0.5	0.6	7.4	9.5	22.9
Student/employee role 1995–96						
Did not work while enrolled	52.3	2.0	0.6	6.1	13.2	25.7
Student working to meet expenses	43.9	1.7	1.1	9.5	16.8	27.0
Employee who is enrolled	24.8	2.1	2.5	10.5	38.3	21.8
Dependent family income in 1994						
Less than $25,000	40.8	2.1	1.5	11.4	16.7	27.7
$25,000–44,999	43.0	1.7	0.8	8.4	17.7	28.4
$45,000–69,999	49.2	1.8	0.6	6.2	14.1	28.1
$70,000 or greater	58.3	0.9	0.6	6.6	9.9	23.8

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

•Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.2-D.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE[1]	Transferred
	Students who began in public 4-year institutions					
Total	45.5	1.9	1.0	8.3	17.1	26.3
Number of risk factors when first enrolled						
None	53.3	1.2	0.5	7.0	11.9	26.2
One	36.5	2.6	1.7	12.2	20.8	26.1
Two or three	11.5	5.4	3.3	10.4	36.4	33.1
Four or more	9.5	3.7	3.2	12.9	52.7	18.1
High school diploma or equivalency status						
High school diploma	46.1	1.8	0.9	8.2	16.6	26.4
GED/high school equivalent[2]	9.7	6.6	4.5	14.9	43.6	20.7
None[2]	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	49.6	1.3	0.6	8.2	13.3	27.0
Delayed[2]	26.7	4.6	2.6	9.0	33.9	23.1
Attendance status when first enrolled						
Full-time	48.6	2.0	0.8	8.1	15.2	25.4
Part-time[2]	26.1	2.0	2.6	9.5	32.7	27.0
Dependency status when first enrolled						
Dependent	48.5	1.6	0.9	8.0	14.3	26.8
Independent[2]	14.8	4.8	2.2	12.5	45.9	19.7
Number of children when first enrolled						
None	47.2	1.7	0.8	8.1	15.4	26.7
One or more[2]	13.0	4.5	3.8	14.4	48.7	15.6
Single parent status when first enrolled						
Not a single parent	46.6	1.7	0.9	8.2	16.1	26.4
Single parent[2]	12.0	6.4	3.2	12.3	47.1	18.9
Worked while enrolled in 1995–96						
Did not work	52.3	2.0	0.6	6.1	13.2	25.7
Worked part time	44.6	1.4	1.1	9.3	17.1	26.6
Worked full time[2]	24.3	3.0	1.8	11.7	32.4	26.8

‡Reporting standards not met. (Too few cases for a reliable estimate.)

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.3-A.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by first institution type and academic preparation

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	Students who began in private not-for-profit 4-year institutions					
Total	61.0	1.0	0.6	3.2	10.9	23.3
Highest offering of first institution						
Non-doctorate-granting	57.1	1.4	0.6	2.9	12.2	25.8
Doctorate-granting	68.3	0.2	0.7	3.6	8.6	18.6
Degree goal in 1995–96						
None	5.6	1.3	0.4	1.1	28.5	63.2
Certificate	‡	‡	‡	‡	‡	‡
Associate's degree	36.2	14.8	2.3	#	21.2	25.5
Bachelor's degree	65.3	0.5	0.3	3.5	9.3	21.1
Number of Advanced Placement tests taken						
None	54.9	0.8	0.7	3.0	12.6	28.0
One	70.9	#	0.2	2.6	9.9	16.4
More than one	77.1	0.1	#	2.7	4.5	15.5
SAT combined score						
Low quartile (400–700)	41.3	2.0	2.0	5.3	15.1	34.4
Middle quartiles (710–1020)	57.1	0.7	0.1	2.9	10.5	28.7
High quartile (1030–1600)	76.6	0.3	0.1	1.8	5.1	16.2
Grade-point average in high school						
B's or less	46.0	1.1	0.3	4.3	13.6	34.8
B+ to A-	64.3	0.4	0.1	2.3	7.8	25.2
Mostly A's	76.6	0.8	0.1	2.3	5.3	14.9
Highest degree expectation in 1996						
Don't know	61.8	1.4	1.0	1.3	16.7	17.9
Less than bachelor's degree	‡	‡	‡	‡	‡	‡
Bachelor's degree	44.0	1.8	0.5	3.5	14.9	35.3
Advanced degree	66.7	0.3	0.4	3.3	8.0	21.4

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.3-B.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by attendance patterns and GPA

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	Students who began in private not-for-profit 4-year institutions					
Total	61.0	1.0	0.6	3.2	10.9	23.3
Attendance intensity—first institution spell						
Always full-time	63.9	0.9	0.3	2.4	9.5	23.0
Mixed	51.1	1.7	1.0	10.0	15.6	20.5
Always part-time	4.2	1.5	8.0	4.0	39.9	42.5
Last year enrolled at first institution						
1995–1996	†	†	1.6	†	24.5	73.8
1996–1997	†	2.6	2.1	†	23.7	71.7
1997–1998	27.5	6.3	1.7	†	23.5	41.0
1998–1999	94.3	0.5	#	†	3.3	1.9
1999–2000	90.4	0.7	#	†	7.7	1.3
2000–2001	38.2	0.4	#	55.1	6.4	#
First transfer direction						
Did not transfer	79.9	0.9	0.7	4.2	14.3	†
Upward transfer	†	†	†	†	†	†
Lateral transfer	†	0.9	0.2	†	†	98.9
Downward transfer	†	1.6	0.9	†	†	97.5
Enrollment continuity at first institution						
Continuously enrolled	61.9	1.0	0.6	1.9	10.4	24.2
Two enrollment spells	51.1	0.8	0.5	13.9	18.4	15.3
Three or more enrollment spells	‡	‡	‡	‡	‡	‡
GPA first year enrolled						
Less than 2.25	29.8	0.5	1.1	4.1	23.5	41.1
2.25–3.25	63.8	1.5	0.4	3.3	8.1	23.0
Over 3.25	75.5	0.7	0.4	2.0	6.0	15.5

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.3-C.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to the highest degree attained and 6-year retention and transfer status at first institution attended as of June 2001, by demographic characteristics

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE*	Transferred
	Students who began in private not-for-profit 4-year institutions					
Total	61.0	1.0	0.6	3.2	10.9	23.3
Gender						
Male	59.1	0.9	0.9	3.2	12.1	23.9
Female	62.4	1.1	0.4	3.2	10.1	22.9
Age when first enrolled						
18 years or younger	65.5	0.7	0.2	2.6	8.3	22.7
19 years	51.2	3.0	#	4.2	13.7	28.0
20–23 years	30.0	#	3.4	7.2	25.2	34.3
24–29 years	36.6	4.9	5.1	3.7	40.5	9.2
30 or older	15.2	2.0	10.6	12.4	43.0	16.9
Race/ethnicity						
White, non-Hispanic	64.0	0.8	0.6	2.2	9.5	22.9
Black, non-Hispanic	46.6	#	1.5	6.8	17.3	27.8
Hispanic	48.7	3.8	0.3	5.6	16.3	25.3
Asian/Pacific Islander	69.7	#	#	2.8	10.6	16.9
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	63.4	0.9	0.2	2.8	9.1	23.6
Single, no children (independent)	48.8	2.8	3.4	2.5	26.4	16.2
Single with children	28.7	6.2	2.7	20.9	32.3	9.3
Married	17.6	#	11.1	6.4	40.3	24.6
Parental education						
High school diploma or less	47.4	1.8	1.2	3.4	19.9	26.3
Some postsecondary	51.1	1.2	0.9	3.9	12.9	30.1
Bachelor's degree	65.7	0.4	0.3	2.3	8.6	22.7
Advanced degree	73.7	0.2	0.2	2.3	5.0	18.7
Student/employee role in 1995–96						
Did not work while enrolled	66.2	1.0	0.1	3.0	9.4	20.3
Student working to meet expenses	61.2	0.8	0.5	2.8	9.4	25.3
Employee who is enrolled	33.4	#	3.8	6.1	28.8	28.0
Dependent family income in 1994						
Less than $25,000	50.4	2.2	0.1	4.8	12.5	30.0
$25,000–44,999	56.4	1.2	0.2	2.2	13.5	26.4
$45,000–69,999	65.3	0.8	0.4	2.7	9.0	22.0
$70,000 or greater	72.6	0.1	0.2	2.2	5.0	20.0

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Postsecondary education.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 3.3-D.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to the highest degree attained and 6-year retention and transfer at first institution attended as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained at first institution			No degree at first institution		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Left PSE[1]	Transferred
	Students who began in private not-for-profit 4-year institutions					
Total	61.0	1.0	0.6	3.2	10.9	23.3
Number of risk factors when first enrolled						
None	67.2	0.7	0.1	2.5	7.7	21.8
One	44.4	2.5	0.7	4.8	14.7	32.8
Two or three	31.8	1.5	3.8	5.5	32.2	25.3
Four or more	20.9	2.8	7.4	9.3	39.1	20.6
High school diploma or equivalency status						
High school diploma	61.9	0.9	0.5	3.1	10.5	23.1
GED/high school equivalent[2]	25.3	1.9	5.4	7.7	25.9	33.7
None[2]	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	64.8	0.7	0.2	2.9	8.6	22.9
Delayed[2]	37.1	2.3	3.7	5.2	25.3	26.4
Attendance status when first enrolled						
Full-time	64.1	1.0	0.4	2.9	9.8	21.9
Part-time[2]	26.3	1.2	4.7	8.5	29.5	29.8
Dependency status when first enrolled						
Dependent	63.4	0.9	0.2	2.8	9.1	23.6
Independent[2]	31.9	2.4	6.3	8.1	33.3	18.1
Number of children when first enrolled						
None	62.6	0.9	0.4	2.8	10.0	23.2
One or more[2]	16.2	3.1	7.6	14.3	34.9	23.9
Single parent status when first enrolled						
Not a single parent	61.8	0.9	0.6	2.9	10.4	23.4
Single parent[2]	28.7	6.2	2.7	20.9	32.3	9.3
Worked while enrolled in 1995–96						
Did not work	66.2	1.0	0.1	3.0	9.4	20.3
Worked part time	61.4	1.1	0.6	2.9	9.7	24.4
Worked full time[2]	34.6	0.5	3.4	6.3	24.9	30.3

‡Reporting standards not met. (Too few cases for a reliable estimate.)

[1] Postsecondary education.

[2] Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:96/98).

Section 4: Persistence and Attainment After Six Years by Initial Degree Goals in 1995–96

The tables in section 4 display the degree attainment or enrollment outcomes after six years by degree goals for 1995–96 beginning students. The tables are separated by those whose goals were either to complete a certificate (tables 4.1-A through D), an associate's degree (tables 4.2-A through D), or a bachelor's degree (tables 4.3-A through D). There is an additional set of tables (4.4-A through D) limited to those with a bachelor's degree goal in 1995–96 who were also recent high school graduates who entered college without any delay.

Table 1.0 in the earlier section shows that most of the beginners in certificate programs started either in public 2-year (38 percent) or in private for-profit less-than-2-year institutions (39 percent) and most of those in associate's degree programs started in public 2-year institutions (89 percent), but initial degree goals were not necessarily limited to the degrees offered in these programs. About three-fourths of those with a bachelor's degree goal started at a 4-year institution and about one-fourth started at a public 2-year institution. The latter were in associate's degree programs but expected to transfer and complete a bachelor's degree at a 4-year institution. The distribution of the students with these degree goals within each type of first institution is shown in table 1.1-A. There is a more detailed discussion of the relationship of initial degree goals and degree programs among beginners starting at less-than-4-year institutions in the descriptive report of the three-year follow-up of the 1995–96 beginning postsecondary students in 1998 (Berkner, Horn, and Clune 2000).

Because of the small sample sizes for students beginning with a certificate or an associate's degree goal, the standard errors of the estimates are often large. What may appear to be significant differences among categories in the tables for students with certificate or associate's degree goals often cannot be detected when tests of statistical significance are applied.

Beginners With a Certificate Goal

Table 4.1-A: First institution

- Among 1995–96 beginning postsecondary students who had a certificate goal, those who first attended less-than-2-year institutions were more likely than those who attended 2-year institutions to attain a certificate within six years (67 percent compared with 38 percent). However, 6 percent of the beginners at 2-year institutions who had a certificate goal attained an associate's degree. In this table the highest degree a student attained is given precedence if the student earned more than one degree.

- The rate of attrition without completing a program among students who began with a certificate goal was higher for those who started at 2-year institutions than for those who started at less-than-2-year institutions (48 percent vs. 29 percent).

Table 4.1-B: Enrollment patterns

- Students who began with a certificate goal who were always enrolled full time were more likely to attain a certificate than those who were always enrolled part time (61 percent vs. 29 percent).

Table 4.1-C: Demographic characteristics

- Among 1995–96 beginning postsecondary students who had a certificate goal, 63 percent of those who did not work while enrolled attained a certificate. About one-half of those who worked while enrolled attained a certificate: 49 percent of those who considered themselves to be primarily students and 42 percent of those who considered themselves to be primarily employees.

Table 4.1-D: Persistence risk factors

- The following two persistence risk factors had a negative effect on the certificate attainment of beginners with a certificate goal: part-time attendance when first enrolled (37 percent attained certificates vs. 62 percent of those enrolled full time) and working full time the first year (46 percent attained a certificate vs. 63 percent of those who did not work).
- Single parents with a certificate goal were more likely to complete a certificate program than those beginners who were not single parents (63 percent vs. 50 percent). However, 5 percent of those who were not single parents attained an associate's degree while none of the single parents with a certificate goal attained any degree higher than a certificate. No difference could be detected in the rate of attrition (no degree, not enrolled anywhere) between single parents and those who were not single parents.
- No differences were detected in certificate attainment rates among students who entered with a certificate goal in terms of the number of persistence risk factors present when they first enrolled.

Beginners With an Associate's Degree Goal

Table 4.2-A: First institution and program

- Among all beginners with an associate's degree goal, 8 percent attained a bachelor's degree by June 2001.
- Among those beginners with an associate's degree goal who actually attained an associate's degree, 18 percent went on to complete a bachelor's degree by June 2001.

Table 4.2-B: Enrollment patterns

- Those students who began with an associate's degree goal who were always enrolled part time had a 71 percent rate of attrition (no degree, not enrolled anywhere after six years), compared with the 38 percent attrition rate of those who were always enrolled full time or had a mixed enrollment pattern.
- Among the beginning students with an associate's degree goal who transferred upward to a 4-year institution, one-third (32 percent) had attained a bachelor's degree. Another 29 percent had attained an associate's degree, and 25 percent were still enrolled at a 4-year institution without any degree in June 2001. Eleven percent of these transfers were not enrolled anywhere and had attained no degree after six years.

Table 4.2-C: Demographic characteristics

- Those students who were 18 years or younger when first enrolled with an associate's degree goal were more likely to have attained a bachelor's degree (15 percent) after six years than any older age group.

Table 4.2-D: Persistence risk factors

- Among 1995–96 beginning postsecondary students who had an associate's degree goal and no persistence risk factors were present, 36 percent attained an associate's degree and another 19 percent attained a bachelor's degree by June 2001. The rate of attrition after six years (no degree, not enrolled anywhere) was 24 percent among those with no risk factors when they began, while about half (51–52 percent) of those who had one or more risk factors were no longer enrolled and had not attained any degree.
- Students who entered postsecondary education directly from high school (with no delay) with an associate's degree goal were more likely to have attained an associate's degree (28 percent) or a bachelor's degree (13 percent) than those who delayed (19 and 3 percent, respectively). However, those who delayed postsecondary enrollment were more likely to have completed a certificate than those who did not delay (13 percent vs. 5 percent).

- Students with an associate's degree goal who were enrolled part time when they began postsecondary education had a higher rate of attrition than those enrolled full time when they started (53 percent with no degree, not enrolled anywhere in June 2001, compared with 37 percent of those enrolled full time the first year).
- Among students who began in 1995–96 with the goal of attaining an associate's degree, those who were financially dependent on their parents were more likely than independent students to attain an associate's degree (27 percent vs. 19 percent).

All Beginners With a Bachelor's Degree Goal

Table 4.3-A: First institution

- Among all 1995–96 beginning postsecondary students who had a bachelor's degree goal, those who started at a 4-year institution were more likely to have attained a bachelor's degree by June 2001 than those who started at a 2-year institution (63 percent vs. 23 percent).

Table 4.3-B: Enrollment patterns

- Among all students who began in 1995–96 with a bachelor's degree goal, those who were always enrolled full time were more likely to have attained a bachelor's degree in six years than those who had a mixed attendance pattern (68 percent vs. 36 percent).
- Students with a bachelor's degree goal who were enrolled continuously were more likely to have attained a bachelor's degree within six years than stopouts who had two or more enrollment spells (65 percent vs. 5–18 percent).

Table 4.3-C: Demographic characteristics

- Among 1995–96 beginning postsecondary students who had a bachelor's degree goal, women were more likely than men to have attained a bachelor's degree after six years (58 percent vs. 48 percent).
- White, non-Hispanic and Asian/Pacific Islander students who enrolled in postsecondary education with the goal of attaining a bachelor's degree were more likely than their Black, non-Hispanic and Hispanic peers to have attained a bachelor's degree after six years. No differences could be detected between the bachelor's degree attainment rates of White, non-Hispanic students and Asian/Pacific Islander students or between Black, non-Hispanic students and Hispanic students.
- Among dependent students whose goal was a bachelor's degree, those whose parents had an income of $45,000 or more in 1994 were more likely to have attained a bachelor's degree in six years than those whose parents had incomes below $45,000 (60–70 percent vs. 44–49 percent). Those students whose parents had incomes below

$45,000 were more likely to have left postsecondary education without any degree than those whose parents had incomes of $70,000 or more (24–25 percent vs. 15 percent).

Table 4.3-D: Persistence risk factors

- Students with a bachelor's degree goal who had no persistence risk factors when beginning postsecondary education were more likely to have attained a bachelor's degree within six years (66 percent) than those who had one or more risk factors. Those who had one risk factor were more likely than those who had two or more to have attained a bachelor's degree (39 percent vs. 12–19 percent).
- Among 1995–96 beginning postsecondary students who had a bachelor's degree goal, each of the seven individual risk factors had a negative effect on bachelor's degree attainment. This included the following (bachelor's degree attainment rates are in parentheses): no regular high school diploma (16 percent); delayed enrollment after high school (30 percent); part-time attendance when first enrolled (25 percent); financially independent of parents (23 percent); having children when first enrolled (22 percent); single parent when first enrolled (24 percent); working full time the first year (23 percent).

Recent High School Graduates With a Bachelor's Degree Goal

Table 4.4-A: First institution and academic preparation

- Among 1995–96 beginning postsecondary students with a bachelor's degree goal who did not delay enrollment after high school, two thirds (67 percent) attained a bachelor's degree by 2001 if they had started at a 4-year institution, compared with one-fourth (26 percent) if they had started at a 2-year institution. Of those who started at a 4-year institution in 1995–96, 16 percent were not enrolled anywhere and had not completed any degree by June 2001, compared with 35 percent of those who had started at a 2-year institution.
- Students with a bachelor's degree goal who entered postsecondary education directly from high school in 1995–96 but had not taken any Advanced Placement tests were less likely to have attained a bachelor's degree by June 2001 than those who had taken one or more Advanced Placement tests (53 percent vs. 71–84 percent).
- Among recent high school graduates who entered postsecondary education with a bachelor's degree goal, those who had higher SAT test scores and those with higher grades in high school were more likely to have attained a bachelor's degree within six years than those with lower SAT scores and lower high school grades.

Table 4.4-B: Enrollment patterns

- Among students who enrolled in postsecondary education directly from high school with a goal of attaining a bachelor's degree, 72 percent of those who were always enrolled full time attained a bachelor's degree by June 2001, compared with 41 percent of those with a mixed full-time/part-time enrollment pattern.

- Among recent high school graduates with a bachelor's degree goal who began postsecondary education in 1995–96, 70 percent of those who never transferred from their first institution and 71 percent of those who were continuously enrolled had attained a bachelor's degree by June 2001.
- Eighty percent of the recent high school graduates with a bachelor's degree goal who had a grade-point average of 3.25 or higher at the end of the first year in college attained a bachelor's degree by June 2001.

Table 4.4-C: Demographic characteristics

- Among recent high school graduates with a bachelor's degree goal who began postsecondary education in 1995–96, women were more likely to complete a bachelor's degree by June 2001 than men (63 percent vs. 54 percent).
- White, non-Hispanic and Asian/Pacific Islander students who were recent high school graduates with a bachelor's degree goal were more likely than either Hispanic or Black, non-Hispanic students with the same characteristics to have attained a bachelor's degree by June 2001. No difference could be detected in bachelor's degree attainment rates between White, non-Hispanic and Asian/Pacific Islander students or between Black, non-Hispanic and Hispanic students.
- Among recent high school graduates who had a bachelor's degree goal and started postsecondary education in 1995–96, dependent students whose parents' income was $70,000 or more in 1994 were more likely to have attained a bachelor's degree by June 2001 than students whose parents' income was less than $70,000 in 1994 (71 percent compared with 46–62 percent).

Table 4.4-D: Persistence risk factors

- The bachelor's degree attainment rates of recent high school graduates who had a bachelor's degree goal and started postsecondary education in 1995–96 were inversely related to the number of risk factors present when they first enrolled. Two-thirds of those with no risk factors attained a bachelor's degree after six years, compared with 37 percent of those with one risk factor and 18 percent of those with 2 or 3 risk factors.
- Recent high school graduates who had a bachelor's degree goal and did not work while they were enrolled the first year were more likely to have attained a bachelor's degree by June 2001 than those who worked part time while enrolled the first year (70 percent vs. 56 percent).

Table 4.1-A.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by first institution type and degree plans

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a certificate goal					
Total	0.5	3.7	52.6	0.9	4.6	37.9
Type of first institution						
4-year						
Public	7.8	15.0	10.0	22.7	1.5	42.9
Private not-for-profit	‡	‡	‡	‡	‡	‡
Private for-profit	‡	‡	‡	‡	‡	‡
2-year						
Public	0.6	7.0	34.7	#	7.3	50.4
Private not-for-profit	7.4	15.3	23.6	3.4	11.0	39.3
Private for-profit	#	1.3	56.6	#	4.0	38.2
Less-than-2-year						
Public	#	2.5	57.6	0.9	6.8	32.2
Private for-profit	#	0.5	69.4	0.4	1.8	28.0
Level of first institution						
4-year	7.5	14.2	15.7	17.4	2.4	42.8
2-year	0.7	6.2	38.4	0.1	6.8	47.9
Less-than-2-year	#	0.9	66.8	0.6	2.8	29.0
Program/field at first institution						
Vocational certificate	0.2	3.3	57.2	0.4	3.0	35.9
Associate's applied fields	1.2	4.6	12.0	#	27.0	55.2
Associate's liberal arts/uncertain	‡	‡	‡	‡	‡	‡
Highest degree expectation in 1996						
Don't know	0.4	3.2	53.9	1.5	1.8	39.2
Less than bachelor's	#	3.6	52.9	0.5	1.8	41.3
Bachelor's degree	0.6	6.2	45.2	1.2	11.6	35.3
Advanced degree	3.9	1.9	52.9	0.5	9.1	31.6
First degree attained by 2001						
None	†	†	†	2.0	10.5	87.5
Certificate	#	1.1	98.9	†	†	†
Associate's degree	2.2	97.8	†	†	†	†

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 4.1-B.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by attendance patterns and GPA

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a certificate goal					
Total	0.5	3.7	52.6	0.9	4.6	37.9
Number of institutions attended						
One	0.2	2.3	52.9	0.2	3.8	40.7
Two	1.6	8.8	54.0	2.9	8.2	24.5
Three or more	2.9	9.5	38.9	5.3	2.7	40.6
Co-enrollment at two institutions						
Never co-enrolled	0.4	3.3	53.1	0.9	4.6	37.8
Sometimes co-enrolled	5.1	13.0	38.7	1.1	2.8	39.3
Attendance intensity through 2001						
Always full-time	0.5	3.8	61.3	0.8	1.3	32.3
Mixed	1.0	4.9	55.0	1.6	9.8	27.7
Always part-time	#	1.9	29.1	#	5.5	63.6
First transfer direction						
Did not transfer	0.3	2.1	53.2	0.5	3.8	40.1
Upward transfer	2.8	10.9	53.8	4.8	5.8	21.9
Lateral transfer	1.5	12.6	47.3	1.1	9.1	28.6
Downward transfer	‡	‡	‡	‡	‡	‡
Enrollment continuity through 2001						
Continuously enrolled	0.5	2.9	54.8	0.3	0.4	41.1
Two enrollment spells	0.6	6.6	44.9	1.9	16.5	29.6
Three or more enrollment spells	#	0.4	54.4	5.8	17.4	22.1
GPA first year enrolled						
Less than 2.25	0.5	3.3	26.5	1.8	4.6	63.3
2.25–3.25	1.1	7.1	49.3	0.7	2.5	39.4
Over 3.25	0.2	1.7	58.9	0.6	3.4	35.2

#Rounds to zero.

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.1-C.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a certificate goal					
Total	0.5	3.7	52.6	0.9	4.6	37.9
Gender						
Male	1.0	4.0	50.9	1.0	6.7	36.4
Female	0.2	3.4	53.6	0.8	3.3	38.7
Age when first enrolled						
18 years or younger	2.0	8.0	46.1	3.4	3.1	37.4
19 years	0.8	5.7	52.9	0.9	5.2	34.6
20–23 years	0.2	1.1	54.7	0.2	8.6	35.2
24–29 years	#	#	66.3	#	6.4	27.3
30 or older	#	4.1	47.6	0.2	2.2	46.0
Race/ethnicity						
White, non-Hispanic	0.7	4.4	54.8	1.1	2.8	36.3
Black, non-Hispanic	#	2.4	48.8	0.9	4.4	43.6
Hispanic	0.6	3.0	51.5	0.1	6.2	38.6
Asian/Pacific Islander	‡	‡	‡	‡	‡	‡
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	1.5	7.3	45.5	2.3	7.1	36.3
Single, no children (independent)	#	1.5	58.7	0.3	9.0	30.4
Single with children	#	#	63.1	0.5	2.0	34.5
Married	#	4.0	49.2	#	1.8	45.0
Parental education						
High school diploma or less	0.2	4.6	51.8	0.5	5.1	37.9
Some postsecondary	0.5	1.9	53.4	0.6	5.2	38.4
Bachelor's degree	3.4	4.8	52.6	3.9	1.0	34.4
Advanced degree	‡	‡	‡	‡	‡	‡
Student/employee role in 1995–96						
Did not work while enrolled	0.2	2.6	62.5	0.9	3.2	30.7
Student working	1.7	3.8	48.6	1.4	4.8	39.7
Employee who is enrolled	#	5.8	42.2	0.3	6.8	44.8
Dependent family income in 1994						
Less than $25,000	0.9	7.0	43.2	1.5	6.5	40.8
$25,000–44,999	2.5	3.3	55.9	0.7	6.1	31.5
$45,000–69,999	1.6	15.8	37.8	3.8	12.3	28.7
$70,000 or greater	‡	‡	‡	‡	‡	‡

#Rounds to zero.

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.1-D.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a certificate when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
			Students with a certificate goal			
Total	0.5	3.7	52.6	0.9	4.6	37.9
Number of risk factors when first enrolled						
None	1.6	15.3	52.1	4.5	5.3	21.2
One	0.6	1.8	47.0	1.3	4.9	44.4
Two or three	0.6	2.7	57.8	0.4	6.9	31.6
Four or more	#	2.1	51.3	0.2	2.5	43.9
High school diploma or equivalency status						
High school diploma	0.7	3.8	51.3	1.2	5.4	37.6
GED/high school equivalent*	#	2.8	59.3	#	2.3	35.6
None*	#	3.9	50.7	#	2.0	43.4
Delayed postsecondary enrollment						
Did not delay	1.4	7.7	46.4	3.4	2.8	38.2
Delayed*	0.3	2.3	54.8	0.2	5.5	36.9
Attendance status when first enrolled						
Full-time	0.7	3.9	61.7	1.0	2.0	30.7
Part-time*	0.3	3.5	37.2	0.6	9.9	48.5
Dependency status when first enrolled						
Dependent	1.5	7.3	45.5	2.3	7.1	36.3
Independent*	#	2.0	56.3	0.2	3.4	38.0
Number of children when first enrolled						
None	0.8	4.6	52.2	1.3	6.3	34.8
One or more*	#	2.5	53.9	0.3	2.3	41.0
Single parent status when first enrolled						
Not a single parent	0.6	4.9	49.6	1.0	5.5	38.4
Single parent*	#	#	63.1	0.5	2.0	34.5
Worked while enrolled in 1995–96						
Did not work	0.2	2.6	62.5	0.9	3.2	30.7
Worked part time	1.1	6.2	49.1	1.5	4.2	37.9
Worked full time*	0.4	2.4	45.5	0.3	6.4	45.0

#Rounds to zero.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.2-A.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by first institution type and degree plans

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with an associate's degree goal					
Total	8.3	23.9	8.4	6.7	8.8	43.9
Type of first institution						
4-year						
Public	12.0	27.0	9.0	8.9	1.0	42.2
Private not-for-profit	42.6	18.2	4.2	3.2	2.9	29.0
Private for-profit	‡	‡	‡	‡	‡	‡
2-year						
Public	7.9	22.1	7.9	7.2	9.9	45.1
Private not-for-profit	11.9	36.4	15.0	2.9	2.7	31.1
Private for-profit	2.9	43.4	13.7	2.3	2.4	35.3
Less-than-2-year						
Public	‡	‡	‡	‡	‡	‡
Private for-profit	‡	‡	‡	‡	‡	‡
Level of first institution						
4-year	20.3	24.5	7.3	6.9	2.0	39.0
2-year	7.6	23.9	8.4	6.7	9.2	44.1
Less-than-2-year	‡	‡	‡	‡	‡	‡
Program/field at first institution						
Vocational certificate	#	13.9	26.4	1.4	2.5	55.8
Associate's applied fields	5.1	26.2	9.6	5.5	10.0	43.5
Associate's liberal arts/uncertain	11.6	24.0	5.1	9.7	7.4	42.2
Highest degree expectation in 1996						
Don't know	3.9	27.1	11.1	2.2	2.6	53.1
Less than bachelor's	1.5	30.8	9.8	1.1	8.6	48.3
Bachelor's degree	8.8	22.0	7.7	8.2	9.1	44.3
Advanced degree	12.0	21.5	8.9	9.2	10.3	38.2
First degree attained by 2001						
None	†	†	†	11.3	14.9	73.8
Certificate	1.5	12.8	85.7	†	†	†
Associate's degree	17.8	82.2	†	†	†	†

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.2-B.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by attendance patterns and GPA

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with an associate's degree goal					
Total	8.3	23.9	8.4	6.7	8.8	43.9
Number of institutions attended						
One	1.3	20.6	7.7	0.3	9.8	60.2
Two	20.0	28.1	8.1	11.8	8.1	24.0
Three or more	11.7	30.1	13.2	29.0	5.0	11.0
Co-enrollment at two institutions						
Never co-enrolled	7.1	23.2	8.2	4.6	9.7	47.3
Sometimes co-enrolled	17.9	29.7	9.7	23.9	2.0	16.9
Attendance intensity through 2001						
Always full-time	14.6	31.9	5.6	5.7	3.8	38.4
Mixed	7.2	26.3	9.6	8.2	10.8	38.0
Always part-time	#	2.6	10.0	4.3	12.2	70.8
First transfer direction						
Did not transfer	1.5	20.7	8.3	0.9	10.8	57.9
Upward transfer	32.4	28.5	3.2	25.2	#	10.7
Lateral transfer	3.7	38.1	13.6	5.1	10.7	28.8
Downward transfer	#	13.1	23.3	6.7	18.5	38.4
Enrollment continuity through 2001						
Continuously enrolled	12.3	28.1	5.8	3.0	2.0	48.9
Two enrollment spells	2.9	20.0	9.5	13.3	18.9	35.5
Three or more enrollment spells	#	9.1	23.4	8.3	18.9	40.3
GPA first year enrolled						
Less than 2.25	3.2	15.6	7.7	4.8	13.1	55.6
2.25–3.25	10.9	33.8	7.5	9.5	4.3	34.1
Over 3.25	12.4	25.0	10.7	5.0	5.8	41.2

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.2-C.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with an associate's degree goal					
Total	8.3	23.9	8.4	6.7	8.8	43.9
Gender						
Male	8.8	25.9	7.8	9.5	6.3	41.7
Female	7.8	22.3	8.9	4.4	11.0	45.7
Age when first enrolled						
18 years or younger	14.7	26.8	5.3	7.7	6.7	38.9
19 years	2.5	37.5	6.1	5.7	7.4	40.9
20–23 years	2.2	19.4	13.8	9.3	14.1	41.1
24–29 years	4.0	11.3	15.9	0.7	12.9	55.2
30 or older	0.1	21.0	11.0	7.8	4.7	55.5
Race/ethnicity						
White, non-Hispanic	9.1	25.4	8.8	7.1	8.8	40.8
Black, non-Hispanic	3.1	13.5	13.8	4.3	8.8	56.4
Hispanic	4.1	21.4	2.1	8.3	9.1	54.9
Asian/Pacific Islander	5.5	36.9	7.1	4.5	11.5	34.5
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	11.9	26.6	6.7	6.1	8.5	40.1
Single, no children (independent)	0.6	18.8	14.3	16.4	5.9	44.0
Single with children	3.8	25.7	9.8	3.3	5.3	52.1
Married	0.2	12.1	12.3	8.4	15.7	51.4
Parental education						
High school diploma or less	7.9	23.6	8.9	4.0	8.6	47.1
Some postsecondary	6.6	21.1	7.7	6.2	9.3	49.1
Bachelor's degree	12.5	29.0	8.8	13.6	5.0	31.2
Advanced degree	9.7	32.2	5.2	16.2	5.9	30.9
Student/employee role in 1995–96						
Did not work while enrolled	6.4	34.0	7.3	7.2	3.8	41.4
Student working	10.7	26.3	7.0	8.8	9.4	37.9
Employee who is enrolled	4.4	13.8	13.8	3.7	9.0	55.5
Dependent family income in 1994						
Less than $25,000	7.2	32.3	8.2	2.3	6.8	43.3
$25,000–44,999	16.2	21.3	6.4	3.8	8.6	43.7
$45,000–69,999	10.6	30.9	6.2	10.2	5.3	36.8
$70,000 or greater	15.8	18.4	5.4	10.3	15.7	34.5

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.2-D.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining an associate's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with an associate's degree goal					
Total	8.3	23.9	8.4	6.7	8.8	43.9
Number of risk factors when first enrolled						
None	19.1	35.8	5.2	9.2	7.1	23.7
One	8.2	23.7	7.2	3.8	6.3	50.8
Two or three	2.9	18.2	8.2	7.7	11.3	51.7
Four or more	2.0	16.0	13.9	5.6	10.5	51.9
High school diploma or equivalency status						
High school diploma	8.9	24.8	8.6	6.8	8.4	42.7
GED/high school equivalent*	3.3	14.7	7.6	8.0	14.4	52.0
None*	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	12.9	27.7	5.1	7.5	7.2	39.7
Delayed*	2.9	19.4	12.8	6.1	10.9	48.0
Attendance status when first enrolled						
Full-time	10.6	30.6	8.0	7.8	6.3	36.7
Part-time*	4.6	16.3	9.8	4.2	11.9	53.2
Dependency status when first enrolled						
Dependent	11.9	26.6	6.7	6.1	8.5	40.1
Independent*	1.6	18.5	11.8	8.3	9.8	50.0
Number of children when first enrolled						
None	10.1	25.3	7.5	7.2	8.6	41.3
One or more*	2.2	18.5	11.8	5.6	10.1	51.8
Single parent status when first enrolled						
Not a single parent	9.1	23.6	8.2	7.4	9.4	42.3
Single parent*	3.8	25.7	9.8	3.3	5.3	52.1
Worked while enrolled in 1995–96						
Did not work	6.4	34.0	7.3	7.2	3.8	41.4
Worked part time	12.2	27.8	6.7	7.9	10.1	35.2
Worked full time*	3.2	14.4	12.1	5.3	8.5	56.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.3-A.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by first institution type and academic preparation

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	53.3	4.6	3.0	12.5	3.6	23.0
Type of first institution						
4-year						
Public	57.3	3.0	2.2	14.6	2.6	20.3
Private not-for-profit	73.0	1.8	1.3	7.2	2.0	14.7
Private for-profit	26.6	12.6	20.8	8.0	2.6	29.4
2-year						
Public	22.9	10.5	5.8	14.7	7.5	38.6
Private not-for-profit	‡	‡	‡	‡	‡	‡
Private for-profit	‡	‡	‡	‡	‡	‡
Less-than-2-year						
Public	‡	‡	‡	‡	‡	‡
Private for-profit	‡	‡	‡	‡	‡	‡
Level of first institution						
4-year	62.7	2.7	2.1	11.9	2.4	18.3
2-year	22.6	11.0	5.8	14.5	7.5	38.5
Less-than-2-year	‡	‡	‡	‡	‡	‡
Number of Advanced Placement tests taken						
None	47.2	5.3	4.1	13.5	4.5	25.5
One	64.5	1.3	1.0	12.8	1.9	18.5
More than one	80.2	1.2	0.2	8.3	0.6	9.5
SAT combined score						
Low quartile (400–700)	30.7	5.8	3.4	17.6	7.7	34.8
Middle quartiles (710–1020)	58.2	4.4	1.9	12.9	2.8	19.9
High quartile (1030–1600)	77.0	1.2	0.6	8.7	1.3	11.3
Grade point average in high school						
B's or less	37.9	6.8	3.2	16.3	5.5	30.4
B+ to A-	61.4	2.4	2.1	12.5	2.2	19.5
Mostly A's	80.7	2.0	1.3	8.2	0.8	7.0
Highest degree expectation in 1996						
Don't know	56.1	4.9	2.3	9.6	6.9	20.3
Less than bachelor's degree	‡	‡	‡	‡	‡	‡
Bachelor's degree	36.6	7.3	3.5	13.5	3.5	35.6
Advanced degree	59.3	3.5	3.1	12.8	3.2	18.2
First degree attained by 2001						
None	†	†	†	31.9	9.2	58.9
Certificate	8.5	6.0	85.5	†	†	†
Associate's degree	27.5	72.5	†	†	†	†

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.3-B.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by attendance patterns and GPA

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	53.3	4.6	3.0	12.5	3.6	23.0
Number of institutions attended						
One	63.0	2.3	0.9	7.3	1.2	25.4
Two	45.4	6.4	4.5	15.0	6.7	22.0
Three or more	27.9	11.4	9.0	31.5	6.2	13.9
Co-enrollment at two institutions						
Never co-enrolled	52.5	4.6	2.9	12.1	3.7	24.3
Sometimes co-enrolled	58.5	4.9	3.6	15.0	3.1	15.0
Attendance intensity through 2001						
Always full-time	67.9	3.2	1.2	7.9	0.9	19.0
Mixed	36.2	7.1	5.0	19.3	7.3	25.1
Always part-time	#	0.4	10.4	11.1	7.2	70.8
First transfer direction						
Did not transfer	62.8	2.3	1.6	7.9	2.3	23.1
Upward transfer	46.1	10.5	2.3	24.6	1.7	14.9
Lateral transfer	36.9	6.0	4.4	26.3	2.9	23.5
Downward transfer	8.5	15.4	13.3	10.2	19.8	32.8
Enrollment continuity through 2001						
Continuously enrolled	65.3	3.4	1.4	7.5	1.4	21.0
Two enrollment spells	18.3	9.1	7.9	26.4	8.1	30.2
Three or more enrollment spells	4.9	5.0	8.6	36.1	20.3	25.1
GPA first year enrolled						
Less than 2.25	23.5	5.8	5.1	16.6	7.1	41.9
2.25–3.25	62.2	3.3	2.3	11.8	1.8	18.6
Over 3.25	70.7	5.6	2.0	8.2	2.3	11.2

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.3-C.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	53.3	4.6	3.0	12.5	3.6	23.0
Gender						
Male	48.4	4.9	3.2	14.4	3.2	26.0
Female	57.8	4.4	2.8	10.8	3.9	20.4
Age when first enrolled						
18 years or younger	60.2	4.0	2.3	11.7	3.2	18.6
19 years	41.0	5.6	3.7	16.6	5.6	27.5
20–23 years	22.6	7.1	5.3	14.2	3.5	47.3
24–29 years	17.0	15.5	2.2	13.6	1.0	50.7
30 or older	20.6	4.9	10.1	17.8	0.8	45.9
Race/ethnicity						
White, non-Hispanic	57.5	4.3	1.8	11.5	3.5	21.4
Black, non-Hispanic	37.1	3.7	5.9	14.5	4.1	34.7
Hispanic	39.5	7.5	6.9	15.5	4.4	26.3
Asian/Pacific Islander	58.5	2.6	4.0	13.2	2.9	18.8
American Indian/Alaska Native	62.1	#	#	15.8	2.0	20.2
Marital status and children when first enrolled						
Single, no children (dependent)	56.9	4.3	2.7	12.4	3.6	20.2
Single, no children (independent)	23.0	10.1	4.2	13.1	8.0	41.6
Single with children	23.6	9.2	7.4	12.6	1.1	46.1
Married	22.8	5.3	6.6	15.9	1.5	48.0
Parental education						
High school diploma or less	40.1	5.0	5.0	13.7	4.8	31.4
Some postsecondary	41.5	6.8	3.0	13.7	6.3	28.7
Bachelor's degree	58.5	5.2	2.4	12.9	1.8	19.2
Advanced degree	72.2	2.1	1.2	9.7	2.3	12.6
Student/employee role in 1995–96						
Did not work while enrolled	64.8	3.5	2.4	9.6	1.9	17.7
Student working	51.3	4.6	3.1	13.9	4.3	22.8
Employee who is enrolled	23.2	7.3	5.6	14.1	5.8	44.1
Dependent family income in 1994						
Less than $25,000	43.5	5.9	5.2	14.5	5.8	25.2
$25,000–44,999	49.3	5.4	3.2	14.1	4.4	23.7
$45,000–69,999	60.3	2.9	1.3	13.0	3.4	19.2
$70,000 or greater	69.5	3.3	1.6	9.1	1.5	14.9

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.3-D.—Percentage distribution of 1995–96 beginning postsecondary students with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Students with a bachelor's degree goal					
Total	53.3	4.6	3.0	12.5	3.6	23.0
Number of risk factors when first enrolled						
None	66.3	3.0	1.7	10.3	1.9	16.8
One	38.7	7.4	2.9	18.6	7.9	24.4
Two or three	18.7	8.5	9.1	14.6	6.2	42.9
Four or more	12.3	7.7	8.5	15.6	4.7	51.2
High school diploma or equivalency status						
High school diploma	54.7	4.4	2.6	12.4	3.6	22.3
GED/high school equivalent*	16.1	12.9	9.2	12.8	2.4	46.6
None*	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	59.2	3.6	2.1	12.0	3.6	19.5
Delayed*	29.9	8.7	5.7	14.3	3.5	37.8
Attendance status when first enrolled						
Full-time	58.9	4.1	2.1	11.7	2.8	20.2
Part-time*	24.9	7.7	8.3	16.7	7.1	35.3
Dependency status when first enrolled						
Dependent	56.9	4.3	2.7	12.4	3.6	20.2
Independent*	23.1	8.0	6.0	14.1	3.7	45.3
Number of children when first enrolled						
None	55.2	4.4	2.8	12.4	3.7	21.5
One or more*	22.0	8.5	8.1	15.2	1.2	44.9
Single parent status when first enrolled						
Not a single parent	54.5	4.5	2.9	12.5	3.7	22.0
Single parent*	23.6	9.2	7.4	12.6	1.1	46.1
Worked while enrolled in 1995–96						
Did not work	64.8	3.5	2.4	9.6	1.9	17.7
Worked part time	53.3	5.2	2.2	13.1	4.0	22.3
Worked full time*	23.0	4.6	8.0	17.6	6.0	40.7

‡Reporting standards not met. (Too few cases for a reliable estimate.)

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.4-A.—Percentage distribution of 1995–96 beginning postsecondary students who were recent high school graduates with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by first institution type and academic preparation

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Recent high school graduates with a bachelor's degree goal					
Total	59.2	3.6	2.1	12.0	3.6	19.5
Type of first institution						
4-year						
Public	61.8	2.5	2.0	14.0	2.4	17.4
Private not-for-profit	76.7	1.6	0.7	6.5	1.7	12.8
Private for-profit	‡	‡	‡	‡	‡	‡
2-year						
Public	26.1	9.3	4.6	15.6	9.6	34.8
Private not-for-profit	‡	‡	‡	‡	‡	‡
Private for-profit	‡	‡	‡	‡	‡	‡
Less-than-2-year						
Public	‡	‡	‡	‡	‡	‡
Private for-profit	‡	‡	‡	‡	‡	‡
Level of first institution						
4-year	67.4	2.2	1.5	11.1	2.2	15.6
2-year	25.8	9.5	4.6	15.5	9.6	35.0
Less-than-2-year	‡	‡	‡	‡	‡	‡
Number of Advanced Placement tests taken						
None	52.8	4.0	3.0	13.1	4.8	22.4
One	70.8	0.9	0.9	12.5	1.8	13.1
More than one	84.1	1.0	0.2	6.0	0.5	8.3
SAT combined score						
Low quartile (400–700)	28.8	6.5	3.5	18.8	8.3	34.2
Middle quartiles (710–1020)	61.5	3.5	1.6	12.2	2.7	18.6
High quartile (1030–1600)	78.9	0.5	0.3	8.7	1.4	10.2
Grade point average in high school						
B's or less	39.9	6.0	2.0	16.7	5.7	29.7
B+ to A-	62.6	2.2	2.1	12.2	2.0	19.1
Mostly A's	82.1	1.4	0.5	8.3	0.8	6.9
Highest degree expectation in 1996						
Don't know	61.7	4.2	1.3	8.8	5.3	18.6
Less than bachelor's degree	†	†	†	†	†	†
Bachelor's degree	43.6	6.9	1.9	13.2	4.4	29.9
Advanced degree	64.1	2.4	2.4	12.0	3.3	15.8
First degree attained by 2001						
None	†	†	†	34.1	10.4	55.5
Certificate	13.6	7.1	79.2	†	†	†
Associate's degree	28.9	71.1	†	†	†	†

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. Recent high school graduates are those who did not delay entry into postsecondary education (received regular high school diplomas in 1995 and were enrolled in the 1995–96 academic year). For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.4-B.—Percentage distribution of 1995–96 beginning postsecondary students who were recent high school graduates with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by attendance patterns and GPA

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Recent high school graduates with a bachelor's degree goal					
Total	59.2	3.6	2.1	12.0	3.6	19.5
Number of institutions attended						
One	71.1	1.0	0.5	7.0	1.0	19.5
Two	49.0	5.7	3.1	13.6	7.0	21.6
Three or more	30.2	10.8	7.6	32.3	6.6	12.5
Co-enrollment at two institutions						
Never co-enrolled	58.5	3.6	2.1	11.3	3.7	20.8
Sometimes co-enrolled	63.1	3.8	2.2	16.2	3.5	11.2
Attendance intensity through 2001						
Always full-time	71.5	2.7	1.0	7.3	0.8	16.6
Mixed	40.8	5.4	3.5	20.1	7.7	22.5
Always part-time	‡	‡	‡	‡	‡	‡
First transfer direction						
Did not transfer	70.2	1.1	0.7	7.9	2.4	17.8
Upward transfer	48.6	10.2	0.6	22.9	2.3	15.5
Lateral transfer	39.5	5.6	4.5	24.4	2.6	23.4
Downward transfer	10.6	14.2	13.3	10.0	19.7	32.1
Enrollment continuity through 2001						
Continuously enrolled	71.3	2.5	0.7	7.2	1.6	16.8
Two enrollment spells	19.7	8.8	6.6	26.9	8.3	29.6
Three or more enrollment spells	5.6	2.0	8.7	35.9	23.0	24.8
GPA first year enrolled						
Less than 2.25	25.8	6.6	4.5	16.6	8.0	38.4
2.25–3.25	66.5	3.1	1.2	11.2	1.8	16.2
Over 3.25	80.4	2.1	1.4	7.3	1.8	7.1

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. Recent high school graduates are those who did not delay entry into postsecondary education (received regular high school diplomas in 1995 and were enrolled in the 1995–96 academic year). For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.4-C.—Percentage distribution of 1995–96 beginning postsecondary students who were recent high school graduates with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Recent high school graduates with a bachelor's degree goal					
Total	59.2	3.6	2.1	12.0	3.6	19.5
Gender						
Male	54.3	3.9	2.1	14.1	3.6	22.0
Female	63.4	3.4	2.1	10.1	3.7	17.3
Age when first enrolled						
18 years or younger	61.2	3.5	2.0	11.7	3.3	18.4
19 years	37.5	6.0	4.4	16.8	5.0	30.4
20–23 years	†	†	†	†	†	†
24–29 years	†	†	†	†	†	†
30 or older	†	†	†	†	†	†
Race/ethnicity						
White, non-Hispanic	63.0	3.1	1.3	11.3	3.5	17.8
Black, non-Hispanic	43.6	3.6	3.7	13.2	4.5	31.5
Hispanic	43.7	7.6	5.2	16.2	4.2	23.1
Asian/Pacific Islander	66.2	2.2	4.8	10.2	2.7	13.9
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled						
Single, no children (dependent)	59.9	3.6	2.1	12.0	3.7	18.7
Single, no children (independent)	52.8	2.8	1.0	11.0	1.4	31.1
Single with children	‡	‡	‡	‡	‡	‡
Married	‡	‡	‡	‡	‡	‡
Parental education						
High school diploma or less	46.7	4.9	4.2	12.9	4.9	26.5
Some postsecondary	46.4	4.5	2.7	13.2	5.6	27.6
Bachelor's degree	64.4	4.6	1.3	12.2	2.2	15.4
Advanced degree	75.4	0.9	0.7	9.3	2.6	11.1
Student/employee role in 1995–96						
Did not work while enrolled	69.6	2.6	2.4	9.8	1.8	13.8
Student working	55.4	3.9	1.9	13.2	4.4	21.3
Employee who is enrolled	29.6	6.2	4.5	12.4	10.3	37.0
Dependent family income in 1994						
Less than $25,000	46.2	4.8	4.5	15.7	6.3	22.5
$25,000–44,999	53.4	4.9	1.7	13.3	4.3	22.4
$45,000–69,999	62.4	2.6	1.3	12.4	3.7	17.8
$70,000 or greater	70.8	2.9	1.5	8.7	1.6	14.5

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. Recent high school graduates are those who did not delay entry into postsecondary education (received regular high school diplomas in 1995 and were enrolled in the 1995–96 academic year). For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 4.4-D.—Percentage distribution of 1995–96 beginning postsecondary students who were recent high school graduates with a goal of attaining a bachelor's degree when they first enrolled, according to the highest degree attained anywhere and 6-year persistence status as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	At Less-than-4-year institution	Not enrolled
	Recent high school graduates with a bachelor's degree goal					
Total	59.2	3.6	2.1	12.0	3.6	19.5
Number of risk factors when first enrolled						
None	66.8	3.1	1.7	10.1	1.8	16.5
One	37.4	5.4	2.7	20.6	9.8	24.1
Two or three	18.0	7.1	5.8	13.4	13.8	41.9
Four or more	‡	‡	‡	‡	‡	‡
High school diploma or equivalency status						
High school diploma	59.4	3.7	2.0	12.0	3.6	19.3
GED/high school equivalent*	†	†	†	†	†	†
None*	†	†	†	†	†	†
Delayed postsecondary enrollment						
Did not delay	59.2	3.6	2.1	12.0	3.6	19.5
Delayed*	†	†	†	†	†	†
Attendance status when first enrolled						
Full-time	63.1	3.4	1.7	11.3	2.7	17.8
Part-time*	31.2	6.1	6.4	16.0	10.5	29.8
Dependency status when first enrolled						
Dependent	59.9	3.6	2.1	12.0	3.7	18.7
Independent*	36.2	3.2	4.9	10.9	2.3	42.5
Number of children when first enrolled						
None	59.9	3.6	2.1	12.0	3.6	18.8
One or more*	24.1	3.6	6.3	10.8	3.0	52.3
Single parent status when first enrolled						
Not a single parent	59.8	3.6	2.1	12.0	3.6	18.8
Single parent*	‡	‡	‡	‡	‡	‡
Worked while enrolled in 1995–96						
Did not work	69.6	2.6	2.4	9.8	1.8	13.8
Worked part time	56.0	4.4	1.8	12.6	4.3	21.0
Worked full time*	35.0	3.6	4.1	17.4	6.6	33.2

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding. Total persistence and attainment rates include students who transferred out of the first institution attended. Recent high school graduates are those who did not delay entry into postsecondary education (received regular high school diplomas in 1995 and were enrolled in the 1995–96 academic year). For students who attained more than one degree only the highest degree earned is shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Study, Second Follow-up (BPS:96/01).

Section 5: Last Year Enrolled in Postsecondary Education Without a Degree

The tables in section 5 show the distribution of all beginning students by the last academic year that they were enrolled anywhere in postsecondary education if they left without a degree and never returned by June 2001, or whether they were still enrolled somewhere in the spring of 2001 or whether they had attained any degree anywhere by June 2001. The percentage who left permanently is based on their non-enrollment by the end of each academic year (in June). The departure of those who were enrolled at the end of one year but did not return the next year is counted as occurring in the second year, rather than in the first year.

Although the percentages are displayed for the types of institutions first attended, they do not necessarily reflect what happened at the first institution. The difference between the beginners who stayed at the first institution and those who transferred is shown under first transfer direction on the tables designated with a "-B."

The percentage of beginners who left permanently during the first year is of particular interest. The rates of first-year attrition were especially high among beginners who were always enrolled part time and among those who worked and considered themselves to be primarily employees rather than students.

All Beginning Students

Table 5.0-A: First institution and goal

- A higher percentage of beginning students left postsecondary education without a degree during the first year of their enrollment in 1995–96 than in any later years (12 percent).
- Among 1995–96 beginning postsecondary students, those who started at 4-year institutions were less likely than those who began at either 2-year or at less-than-2-year institutions to have left without a degree during the first year (5 percent vs. 17–21 percent). No significant difference was detected in the first year departure rates of students beginning at the latter two types of institutions.
- Students who had either no degree goal or a certificate goal were more likely to leave without a degree in the first year than those with an associate's degree goal (22–33

percent vs. 11 percent). Beginners with a bachelor's degree goal when they first started in 1995–96 were less likely to leave during the first year than any of the others (5 percent).

Table 5.0-B: Enrollment patterns

- About one-half (46 percent) of all beginning students who were always enrolled part time left postsecondary education by the end of their first year, and 14 percent had attained any degree by June 2001. Among students who were always enrolled full time, 12 percent left by the end of the first year, and 64 percent had attained a degree by June 2001.
- About one-fifth (18 percent) of all beginning students who never transferred from their original institution left postsecondary education without completing a degree by the end of their first year, about one-half (51 percent) had attained a degree by 2001, and 9 percent were still enrolled without a degree in 2001. Among students who transferred, about one-fourth (24–28 percent) were still enrolled without a degree in 2001.
- Students who were continuously enrolled after they started postsecondary education in 1995–96 were more likely than those with two or more enrollment spells to have attained a degree by 2001 (58 percent vs. 29–35 percent).

Table 5.0-C: Demographic characteristics

- Among 1995–96 beginning postsecondary education students, those who were 18 or younger at the time of initial enrollment were less likely than any other age group to have left without a degree in the first year (6 percent compared with 11–30 percent).
- Beginning students who considered themselves to be primarily employees rather than students were more likely to leave postsecondary education without a degree by the end of their first year than either those who did not work while enrolled or those who worked but considered themselves to be primarily students (28 percent vs. 7–10 percent).

Table 5.0-D: Persistence risk factors

- Among all 1995–96 beginning students, the likelihood of leaving postsecondary education without a degree during the first year was directly related to the number of persistence risk factors associated with the students when they first enrolled, ranging from 3 percent for those with no risk factors to 29 percent for those with four or more risk factors.
- Beginners with a high school diploma were less likely than those without a regular diploma to have left without a degree during the first year (11 percent vs. 24–35 percent). No significant difference was detected between those who had a GED or high school equivalent and students with no high school credential.

- Beginning students with any of the following individual risk factors were more likely to leave postsecondary education without a degree by the end of the first year than those who did not have that risk factor present: delayed entry after high school (22 vs. 6 percent); began as part-time students (22 vs. 9 percent); were financially independent of parents (26 vs. 7 percent); had children, whether married or unmarried (27 vs. 9 percent); or were single parents (21 vs. 11 percent).
- Students who worked full time while enrolled when they started postsecondary education were more likely than students who either did not work or worked only part time to have left without a degree by the end of the first year (23 vs. 9–10 percent).

Public 2-Year Institutions

Table 5.1-A: Degree programs

- Among 1995–96 beginners at public 2-year institutions, a higher percentage left postsecondary education without a degree in the first year (17 percent) than in any other year.
- Among 1995–96 public 2-year beginners, those who began in a vocational certificate program were more likely than students in associate's degree programs (either in the applied field fields or liberal arts/undeclared) to have left without a degree during the first year (33 percent vs. 13–15 percent). No difference was detected among the three groups in the percentage who had attained a degree by 2001.

Table 5.1-B: Enrollment patterns

- About one-half (47 percent) of the students beginning at public 2-year institutions who were always enrolled part time left without a degree by the end of the first year, compared with 17 percent of those who were always enrolled full time.
- About one-third (31–38 percent) of the beginners at public 2-year institutions who were not continuously enrolled (2 or more enrollment spells) were still enrolled without a degree somewhere in postsecondary education in 2001, compared with 8 percent of those who were continuously enrolled.
- Students who started at public 2-year institutions in 1995–96 and had a first-year GPA over 3.25 were more likely to have attained a degree somewhere by 2001 than those who had a first-year GPA below 2.25 (47 percent vs. 23 percent), but no difference was detected in the percentage who left during the first year.
- Among beginners at public 2-year institutions who transferred to 4-year institutions, 57–58 percent of those who last attended a public or a private not-for-profit 4-year institution had attained a degree, and 28 percent were still enrolled without a degree in 2001.

Table 5.1-C: By demographic characteristics

- Among 1995–96 beginners at public 2-year institutions, Asian/Pacific Islander students were less likely to leave without a degree during the first year (2 percent) than any other racial/ethnic group. No significant difference could be detected in the first-year attrition rates among students of any other racial/ethnic backgrounds.
- The first-year attrition of the beginners at public 2-year institutions who worked while enrolled and considered themselves to be primarily employees was about one-third (31 percent).
- No difference was detected among dependent student family income levels in the percentage of beginners at public 2-year institutions who eventually attained a degree of some type at some postsecondary institution by June 2001.

Table 5.1-D: By persistence risk factors

- Among 1995–96 beginners at public 2-year institutions, those who began with two or more risk factors were more likely than those with either one or no risk factors to have left without a degree by the end of the first year (20–32 percent vs. 5–9 percent).
- Beginners at public 2-year institutions with any of the following individual risk factors were more likely to leave without a degree by the end of the first year than those who did not have the risk factor present: delayed enrollment after high school (25 vs. 10 percent); part-time attendance intensity when first enrolled (23 vs. 12 percent); financially independent of parents (30 vs. 10 percent); or, having at least one child at time of initial enrollment (31 vs. 13 percent).
- Beginners at public 2-year institutions who worked full time while enrolled in 1995–96 were less likely to have attained any degree at any institution by June 2001 than those who worked part time or did not work in the first year (24 vs. 41–43 percent).

Public 4-Year Institutions

Table 5.2-A: Total by last year enrolled

- Among the beginners at public 4-year institutions who had a bachelor's degree goal in 1995–96, just 5 percent left postsecondary education without a degree by the end of the first year. In fact, no difference could be detected in the percentage who left postsecondary education without a degree in any of the first five years from 1995–96 to 1999–2000.
- Among the students who began at public 4-year institutions in 1995–96 and had not attained any degree anywhere, 44 percent were still enrolled in postsecondary education in the spring of 2001.

Table 5.2-B: Enrollment patterns

- About one-half (49 percent) of the beginners at public 4-year institutions who were always enrolled part time left postsecondary education without a degree by the end of the first year.
- Among the 1995–96 beginners at public 4-year institutions who were always enrolled full time, 70 percent attained some type of degree by June 2001.
- Among the 1995–96 beginners at public 4-year institutions who never transferred from their original college or university, 7 percent left postsecondary education by the end of the first year, and about two-thirds (66 percent) attained a degree of some type by June 2001.
- Compared with those who never transferred, the 1995–96 beginners at public 4-year institutions who transferred to another 4-year institution (lateral transfers) were less likely to have attained a degree (51 vs. 66 percent) and more likely to be still enrolled without a degree in 2001 (34 vs. 12 percent).
- Among beginning students who started at public 4-year institutions, those whose first year GPA was less than 2.25 were more likely than those with a first year GPA of 2.25 or higher to leave postsecondary education by the end of the first year (11 percent vs. 2–3 percent).

Table 5.2-C: Demographic characteristics

- Asian/Pacific Islander students were less likely to leave postsecondary education by the end of the first year than beginners at 4-year public institutions from any other racial-ethnic background. No significant difference in first-year attrition could be detected among the other racial-ethnic groups.

Table 5.2-D: Persistence risk factors

- Among 1995–96 beginning students who started at public 4-year institutions, those who had no risk factors at time of initial enrollment were less likely than those who started with one or more risk factors to have left without a degree in the first year.
- Beginning students at public 4-year institutions who had any of the following individual risk factors present when they first enrolled in 1995–96 were more likely to leave postsecondary education by the end of the first year than beginners who did not have that risk factor present: delayed enrollment after high school, part-time attendance in the first year enrolled, financial independence, having children, and full time employment when first enrolled.
- Beginning students at public 4-year institutions who did not work at all while enrolled during their first year were less likely to leave postsecondary education by the end of the first year than those who worked part time (3 percent compared with 5 percent).

Private Not-for-Profit 4-Year Institutions

Table 5.3-A: Total by last year enrolled

- Among 1995–96 beginning students at private not-for-profit 4-year institutions, about 3 percent left postsecondary education without a degree in each of the first five academic years.

Table 5.3-B: Enrollment patterns

- About one-third (38 percent) of the 1995–96 beginners at private not-for-profit 4-year institutions who were always enrolled part time left postsecondary education by the end of the first year and never returned.
- Among the 1995–96 beginning students who started at private not-for-profit 4-year institutions, those with a first year GPA of less than 2.25 were more likely than students whose GPA was 2.25 or above to have had left postsecondary education without a degree by the end of the first year (10 percent compared with 2 percent).
- Among 1995–96 beginning students who started at a private not-for-profit 4-year institution and were also last enrolled at a private not-for-profit 4-year institution (either the same one or a different one), 82 percent had attained a degree by June 2001, compared with 50 percent of those who transferred and were last enrolled at a public 4-year institution. About one-fourth (24 percent) of the transfers to public 4-year institutions were still enrolled without a degree in the spring of 2001.

Table 5.3-C: Demographic characteristics

- Those students beginning at private not-for-profit 4-year institutions who worked and considered themselves to be primarily employees while enrolled in 1995–96 were more likely to leave postsecondary education during the first year than students who did not work or students who worked but considered themselves to be primarily students (17 percent vs. 2–3 percent).

Table 5.3-D: Persistence risk factors

- Among 1995–96 students who started at private not-for-profit 4-year institutions, just 2 percent of those with no risk factors left postsecondary education by the end of the first year, compared with 6 percent of those with one risk factor and 17–21 percent of those with two or more risk factors.
- The first-year attrition of 1995–96 beginning students at private not-for-profit 4-year institutions who worked full time while enrolled was 13 percent, compared with 2–3 percent of those who worked part time or did not work while enrolled.

Table 5.0-A.—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by first institution type and first degree plans

	No degree, last year enrolled anywhere						Still enrolled 2001	Attained any degree by 2001
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001		
				All beginning students				
Total	12.4	5.5	6.7	4.3	3.9	2.0	14.4	50.8
Type of first institution								
4-year								
Public	4.8	4.0	4.3	3.7	3.8	1.9	17.3	60.2
Private not-for-profit	3.7	3.0	3.4	3.0	2.5	1.6	9.4	73.5
Private for-profit	14.9	9.5	6.4	2.1	1.9	1.5	11.1	52.7
2-year								
Public	17.2	6.9	9.3	5.8	5.2	2.6	17.4	35.7
Private not-for-profit	11.8	7.5	7.9	1.8	3.2	1.7	8.2	58.0
Private for-profit	19.4	9.2	5.4	3.8	2.8	0.9	4.2	54.5
Less-than-2-year								
Public	22.9	4.6	6.1	2.1	0.6	0.1	7.5	56.1
Private for-profit	20.8	5.2	5.7	0.8	1.1	0.8	2.4	63.1
Level of first institution								
4-year	4.5	3.7	4.0	3.4	3.3	1.8	14.4	64.9
2-year	17.2	7.0	9.0	5.6	5.0	2.5	16.4	37.4
Less-than-2-year	21.4	5.2	5.8	1.1	1.0	0.7	3.5	61.4
Degree plans at first institution								
Certificate	24.9	6.2	6.8	1.8	2.4	1.0	5.1	51.9
Associate's degree	14.1	7.2	9.2	5.9	4.6	2.5	18.2	38.4
Bachelor's degree	3.7	3.3	3.9	3.3	3.3	1.6	14.7	66.2
Degree goal in 1995–96								
None	32.9	8.3	6.1	3.0	4.9	1.1	16.1	27.6
Certificate	22.0	5.2	5.5	1.0	3.4	0.9	5.4	56.7
Associate's degree	11.3	8.1	9.4	7.3	3.6	4.1	15.6	40.6
Bachelor's degree	5.0	3.5	5.4	3.7	3.8	1.5	16.1	60.9
Highest degree expectation in 1996								
Don't know	16.7	8.5	4.8	5.2	3.5	1.1	11.2	49.0
Less than bachelor's degree	32.7	8.3	4.8	2.8	3.0	0.7	5.2	42.3
Bachelor's degree	10.9	6.5	9.6	5.6	4.4	3.5	17.5	42.1
Advanced degree	4.7	3.4	6.3	3.4	4.1	1.6	17.0	59.6

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.0-B.—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by attendance patterns, GPA, and last institution type

	No degree, last year enrolled anywhere						Still enrolled 2001	Attained any degree by 2001
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001		
				All beginning students				
Total	12.4	5.5	6.7	4.3	3.9	2.0	14.4	50.8
Number of institutions attended								
One	20.5	7.6	7.2	4.2	2.6	1.5	7.4	49.2
Two	0.5	3.3	7.3	5.1	6.0	2.5	20.2	55.2
Three or more	#	0.1	1.7	2.6	6.0	4.0	38.0	47.6
Co-enrollment at two institutions								
Never co-enrolled	13.9	6.1	6.6	4.4	4.0	2.0	13.5	49.5
Sometimes co-enrolled	0.1	1.0	7.2	3.0	3.3	2.0	21.7	61.8
Attendance intensity through 2001								
Always full-time	11.9	5.6	4.4	2.9	2.2	1.1	7.6	64.3
Mixed	3.0	4.4	8.5	6.5	5.5	3.0	22.9	46.3
Always part-time	45.5	9.1	9.1	2.2	5.5	2.4	12.1	14.2
First transfer direction								
Did not transfer	18.0	7.1	7.0	4.1	2.7	1.6	9.0	50.6
Upward transfer	0.9	1.6	2.8	2.5	6.4	1.8	23.5	60.5
Lateral transfer	0.1	2.2	5.7	6.1	6.5	4.2	27.2	48.0
Downward transfer	0.1	3.5	13.2	6.5	7.1	3.2	27.7	38.8
Enrollment continuity through 2001								
Continuously enrolled	17.8	6.6	5.6	2.7	2.2	0.8	6.3	58.1
Two enrollment spells	†	3.7	10.2	8.4	7.6	3.7	31.0	35.4
Three or more enrollment spells	†	†	4.6	6.0	9.7	9.5	41.5	28.8
GPA first year enrolled								
Less than 2.25	18.7	8.3	10.2	6.9	5.2	2.9	19.2	28.6
2.25–3.25	6.8	4.5	6.1	3.7	4.3	1.5	13.5	59.7
Over 3.25	10.7	4.1	4.6	1.8	2.5	2.1	9.9	64.3
Type of last institution attended								
Public 2-year	23.0	9.2	11.3	7.4	5.7	3.5	13.8	26.1
Public 4-year	3.6	3.0	3.5	3.2	4.4	1.6	19.5	61.3
Private not-for-profit 4-year	4.1	2.6	1.6	1.9	2.0	1.1	11.4	75.4
Private for-profit less-than-4-year	19.8	6.7	7.2	1.6	1.2	0.5	4.7	58.3
Other institutions	14.5	5.5	11.8	2.3	1.4	1.7	9.4	53.5

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.0-C.—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	No degree, last year enrolled anywhere						Still enrolled 2001	Attained any degree by 2001
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001		
	All beginning students							
Total	12.4	5.5	6.7	4.3	3.9	2.0	14.4	50.8
Gender								
Male	11.9	5.5	7.5	4.1	4.0	2.3	16.1	48.8
Female	12.8	5.6	6.0	4.4	3.9	1.8	13.0	52.5
Age when first enrolled								
18 years or younger	5.6	4.1	6.3	4.4	3.6	1.8	15.0	59.2
19 years	10.8	5.6	7.8	4.5	4.3	2.6	17.8	46.7
20–23 years	18.6	6.3	9.8	5.4	3.9	1.5	17.6	37.0
24–29 years	26.2	8.5	5.7	1.9	2.5	1.5	10.7	42.9
30 or older	30.1	9.4	5.2	2.9	3.7	2.5	7.9	38.3
Race/ethnicity								
White, non-Hispanic	12.1	5.1	5.8	4.2	3.6	2.2	14.0	53.1
Black, non-Hispanic	17.8	7.3	8.7	4.7	5.3	1.6	14.5	40.2
Hispanic	12.7	7.0	9.0	4.1	3.9	2.3	16.4	44.7
Asian/Pacific Islander	2.2	3.4	8.0	6.2	5.4	0.8	16.4	57.6
American Indian/Alaska Native	11.7	4.0	14.7	3.5	7.0	0.8	11.4	47.0
Marital status and children when first enrolled								
Single, no children (dependent)	6.8	4.4	6.4	4.9	4.0	2.2	15.5	55.7
Single, no children (independent)	22.0	9.2	6.1	4.0	2.7	0.2	15.3	40.7
Single with children	21.3	7.2	9.6	3.3	2.2	1.9	8.6	46.0
Married	31.3	8.2	5.5	1.4	4.6	2.2	12.8	34.1
Parental education								
High school diploma or less	17.4	7.7	7.8	3.6	4.1	2.2	12.4	44.8
Some postsecondary	12.5	6.6	8.8	6.3	3.2	2.2	17.8	42.6
Bachelor's degree	7.8	2.8	5.0	4.1	3.6	1.5	15.2	60.0
Advanced degree	2.9	2.2	4.1	2.9	3.6	1.2	14.9	68.2
Student/employee role in 1995–96								
Did not work while enrolled	10.3	6.0	6.4	2.5	2.3	1.7	10.0	60.9
Student working	7.0	5.3	6.5	4.1	5.0	2.3	17.6	52.2
Employee who is enrolled	28.3	5.0	9.0	6.3	3.4	1.6	13.6	32.8
Dependent family income in 1994								
Less than $25,000	10.1	4.7	8.0	6.8	3.1	2.0	15.2	50.1
$25,000–44,999	7.4	5.4	6.5	4.9	4.1	2.8	17.2	51.7
$45,000–69,999	7.1	4.4	6.2	4.9	3.8	2.3	15.4	56.0
$70,000 or greater	2.5	3.0	5.0	3.2	5.1	1.7	14.4	65.2

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.0-D.—Percentage distribution of 1995–96 beginning postsecondary students according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
				All beginning students				
Total	12.4	5.5	6.7	4.3	3.9	2.0	14.4	50.8
Number of risk factors when first enrolled								
None	3.1	3.3	5.1	3.6	2.8	1.8	12.9	67.4
One	9.2	6.1	7.2	5.7	5.7	2.9	18.9	44.3
Two or three	19.3	7.4	8.9	5.8	3.5	2.4	17.0	35.6
Four or more	29.2	7.6	7.1	3.0	4.8	1.3	11.5	35.5
High school diploma or equivalency status								
High school diploma	10.8	5.4	6.5	4.6	3.7	2.1	14.8	52.1
GED/high school equivalent*	23.5	5.0	10.1	2.0	4.7	1.5	12.7	40.6
None*	34.6	10.6	4.4	0.7	8.1	0.4	5.1	36.1
Delayed postsecondary enrollment								
Did not delay	5.9	4.1	6.3	4.7	4.1	2.1	15.4	57.5
Delayed*	21.8	7.5	7.5	3.9	3.4	2.0	13.5	40.5
Attendance status when first enrolled								
Full-time	8.9	5.1	5.4	3.6	2.8	2.0	12.9	59.3
Part-time*	21.6	6.9	8.2	5.4	5.8	1.8	18.0	32.5
Dependency status when first enrolled								
Dependent	6.8	4.4	6.4	4.9	4.0	2.2	15.5	55.7
Independent*	25.8	8.1	7.0	2.6	3.3	1.6	12.0	39.5
Number of children when first enrolled								
None	9.1	5.0	6.4	4.7	3.9	2.1	15.4	53.5
One or more*	27.3	7.5	7.5	2.3	3.3	1.9	10.5	39.8
Single parent status when first enrolled								
Not a single parent	11.1	5.2	6.3	4.4	4.0	2.1	15.2	51.8
Single parent*	21.3	7.2	9.6	3.3	2.2	1.9	8.6	46.0
Worked while enrolled in 1995–96								
Did not work	10.3	6.0	6.4	2.5	2.3	1.7	10.0	60.9
Worked part time	8.6	4.4	6.3	4.5	3.5	2.3	16.2	54.2
Worked full time*	22.9	6.6	8.2	6.1	6.4	2.0	16.2	31.7

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.1-A.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by first degree plans and degree goal

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in public 2-year institutions							
Total	17.2	6.9	9.3	5.8	5.2	2.6	17.4	35.7
Degree plans at first institution								
Certificate	32.6	8.0	8.5	2.1	4.6	1.4	5.7	37.1
Associate's degree	14.0	6.7	9.6	6.2	4.7	2.7	19.6	36.6
Degree goal in 1995–96								
None	37.9	6.7	5.9	2.2	6.3	1.1	18.8	21.2
Certificate	29.0	6.7	5.3	0.4	8.2	0.9	7.3	42.3
Associate's degree	11.1	8.2	9.7	8.1	3.6	4.6	17.1	37.8
Bachelor's degree	11.2	4.2	11.2	5.5	5.6	0.8	22.2	39.2
Program/field at first institution								
Vocational certificate	32.6	8.0	8.5	2.1	4.6	1.4	5.7	37.1
Associate's applied fields	15.2	8.2	8.4	5.9	5.6	3.2	17.3	36.4
Associate's liberal arts/uncertain	12.9	5.4	10.7	6.5	3.9	2.2	21.7	36.8
Highest degree expectation in 1996								
Don't know	20.1	12.4	6.0	6.8	6.0	2.3	15.8	30.7
Less than bachelor's	40.0	8.5	4.9	3.5	4.7	0.8	6.6	31.0
Bachelor's degree	10.7	7.1	11.5	7.1	4.9	4.4	20.2	34.3
Advanced degree	8.5	4.7	10.9	4.4	5.9	1.3	22.8	41.5
First degree attained by 2001								
None	26.7	10.7	14.4	9.0	8.1	4.1	27.1	†
Certificate	†	†	†	†	†	†	†	100.0
Associate's degree	†	†	†	†	†	†	†	100.0

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 5.1-B.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by attendance patterns, GPA, and last institution type

	No degree, last year enrolled anywhere						Still enrolled 2001	Attained any degree by 2001
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001		
	Students who began in public 2-year institutions							
Total	17.2	6.9	9.3	5.8	5.2	2.6	17.4	35.7
Number of institutions attended								
One	32.0	10.7	12.2	7.0	3.6	2.6	9.5	22.5
Two	0.8	3.4	7.9	5.4	7.0	2.0	21.0	52.5
Three or more	#	#	#	1.7	6.9	4.8	42.5	44.1
Co-enrollment at two institutions								
Never co-enrolled	19.4	7.6	9.4	6.1	5.4	2.7	16.1	33.3
Sometimes co-enrolled	#	1.3	8.4	3.3	4.0	1.8	27.5	53.8
Attendance intensity through 2001								
Always full-time	17.4	9.0	7.1	5.0	3.2	1.8	11.0	45.5
Mixed	4.2	5.1	10.3	7.9	6.0	2.9	22.7	41.0
Always part-time	47.3	8.4	9.4	2.0	5.7	2.8	12.8	11.7
First transfer direction								
Did not transfer	28.9	10.3	11.9	7.0	4.0	2.6	12.1	23.3
Upward transfer	1.0	1.6	2.5	2.5	6.4	1.5	24.6	59.9
Lateral transfer	0.2	2.3	6.6	7.7	8.5	5.5	25.4	43.9
Downward transfer	#	4.8	26.4	3.1	2.8	#	25.6	37.3
Enrollment continuity through 2001								
Continuously enrolled	28.2	9.1	8.5	3.8	2.5	1.1	7.6	39.3
Two enrollment spells	†	4.1	11.9	9.6	8.8	3.3	31.4	30.8
Three or more enrollment spells	†	†	4.7	6.3	11.6	12.0	38.3	27.1
GPA first year enrolled								
Less than 2.25	21.9	8.1	12.4	8.0	5.4	2.8	18.5	22.8
2.25–3.25	10.9	7.0	8.3	5.3	6.2	1.4	16.1	44.9
Over 3.25	18.5	5.6	7.2	1.6	3.2	3.9	13.2	46.8
Type of last institution attended								
Public 2-year	26.3	9.7	11.2	7.2	5.1	3.2	12.3	25.0
Public 4-year	0.2	1.1	2.7	3.2	6.8	1.0	28.1	57.1
Private not-for-profit 4-year	3.7	1.9	#	0.7	4.2	3.0	28.2	58.3
Private for-profit less-than-4-year	#	4.8	21.3	3.1	2.8	1.5	21.4	45.1
Other institutions	#	4.1	26.5	1.2	1.3	4.3	9.0	53.7

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.1-C.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in public 2-year institutions							
Total	17.2	6.9	9.3	5.8	5.2	2.6	17.4	35.7
Gender								
Male	15.7	6.1	10.5	4.8	4.4	2.9	18.5	37.2
Female	18.6	7.6	8.2	6.7	5.9	2.4	16.5	34.3
Age when first enrolled								
18 years or younger	8.9	5.8	10.7	6.7	4.7	2.2	18.5	42.6
19 years	12.5	5.1	10.1	5.9	5.0	2.7	22.0	36.9
20–23 years	19.1	5.9	11.5	8.0	5.3	1.7	22.5	26.0
24–29 years	29.9	9.1	7.2	2.1	2.6	2.3	12.2	34.7
30 or older	34.8	11.8	4.6	2.1	5.3	4.0	9.5	27.9
Race/ethnicity								
White, non-Hispanic	17.0	6.4	7.9	5.5	4.5	3.0	17.9	37.8
Black, non-Hispanic	26.3	8.0	11.5	6.7	7.4	0.8	13.3	26.0
Hispanic	16.0	9.4	13.9	5.7	4.4	2.7	18.5	29.5
Asian/Pacific Islander	2.2	5.8	10.3	10.3	10.3	1.2	21.6	38.4
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled								
Single, no children (dependent)	10.0	5.3	10.1	7.6	5.4	2.7	19.1	39.7
Single, no children (independent)	31.7	8.1	6.8	4.1	3.0	#	21.5	24.7
Single with children	21.1	8.3	12.0	4.4	2.2	3.4	9.5	39.2
Married	33.8	10.0	5.0	0.9	5.8	3.2	16.2	25.3
Parental education								
High school diploma or less	21.1	9.0	9.5	4.5	5.4	2.7	13.4	34.4
Some postsecondary	15.8	8.4	12.6	7.9	3.0	2.7	21.2	28.5
Bachelor's degree	11.8	3.2	7.7	5.8	4.6	1.9	19.4	45.6
Advanced degree	6.8	4.0	6.4	4.6	6.4	0.8	24.9	46.0
Student/employee role in 1995–96								
Did not work while enrolled	16.4	10.4	12.0	2.5	2.2	2.8	11.0	42.8
Student working	8.7	6.8	8.8	5.4	7.1	2.9	22.3	38.0
Employee who is enrolled	30.7	4.7	10.2	6.9	3.6	1.8	14.8	27.3
Dependent family income in 1994								
Less than $25,000	12.6	4.7	11.6	10.9	3.1	2.1	14.6	40.5
$25,000–44,999	9.4	6.1	9.2	6.2	5.2	3.4	21.2	39.3
$45,000–69,999	12.3	6.3	10.4	6.7	4.2	2.9	19.2	38.0
$70,000 or greater	4.1	3.8	8.8	6.2	10.7	2.5	22.6	41.3

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.1-D.—Percentage distribution of 1995–96 beginning postsecondary students in public 2-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in public 2-year institutions							
Total	17.2	6.9	9.3	5.8	5.2	2.6	17.4	35.7
Number of risk factors when first enrolled								
None	4.9	4.9	9.7	4.9	2.4	2.1	16.1	55.0
One	8.9	6.1	8.8	7.7	7.4	3.8	21.0	36.3
Two or three	20.0	7.9	11.0	7.6	4.6	3.2	20.9	24.8
Four or more	32.3	7.4	6.8	3.4	6.0	1.6	13.3	29.3
High school diploma or equivalency status								
High school diploma	15.7	6.8	9.2	6.4	4.9	2.8	17.9	36.4
GED/high school equivalent*	24.4	4.2	12.3	2.7	4.9	2.1	18.1	31.5
None*	35.5	12.7	3.6	#	13.0	#	6.3	28.9
Delayed postsecondary enrollment								
Did not delay	9.5	5.5	9.8	7.1	5.3	2.6	19.3	40.9
Delayed*	24.6	7.9	9.1	4.8	4.4	2.9	16.3	30.0
Attendance status when first enrolled								
Full-time	12.1	7.5	8.8	5.3	3.2	3.0	17.0	43.2
Part-time*	23.2	6.6	8.9	5.7	6.2	1.9	17.5	29.9
Dependency status when first enrolled								
Dependent	10.0	5.3	10.1	7.6	5.4	2.7	19.1	39.7
Independent*	29.7	9.1	7.4	2.6	4.2	2.6	15.3	29.2
Number of children when first enrolled								
None	13.2	6.1	9.6	6.8	5.2	2.6	19.2	37.4
One or more*	30.7	8.7	7.6	2.4	4.1	3.0	12.6	31.0
Single parent status when first enrolled								
Not a single parent	16.3	6.4	8.8	6.1	5.3	2.6	18.7	35.7
Single parent*	21.1	8.3	12.0	4.4	2.2	3.4	9.5	39.2
Worked while enrolled in 1995–96								
Did not work	16.4	10.4	12.0	2.5	2.2	2.8	11.0	42.8
Worked part time	11.0	5.9	8.6	5.9	4.0	2.8	20.5	41.4
Worked full time*	26.2	5.9	9.2	7.3	7.8	2.3	16.9	24.4

#Rounds to zero.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.2-A.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by first institution type and academic preparation

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in public 4-year institutions							
Total	4.8	4.0	4.3	3.7	3.8	1.9	17.3	60.2
Highest offering of first institution								
Non-doctorate-granting	7.4	5.1	5.7	4.3	3.7	2.0	18.4	53.5
Doctorate-granting	3.2	3.4	3.5	3.3	3.9	1.8	16.7	64.4
Degree goal in 1995–96								
None	13.8	8.0	6.6	5.3	2.2	1.7	24.0	38.3
Certificate	23.6	8.0	1.1	2.7	5.9	1.7	24.3	32.8
Associate's degree	12.6	11.2	11.1	3.1	3.5	0.7	9.9	48.0
Bachelor's degree	3.6	3.5	4.0	3.4	3.8	1.9	17.2	62.5
Number of Advanced Placement tests taken								
None	5.4	4.6	5.0	4.3	3.9	2.0	19.3	55.5
One	1.2	1.6	2.5	1.9	3.9	1.2	18.1	69.6
More than one	1.8	2.4	3.6	1.4	2.3	1.2	8.1	79.1
SAT combined score								
Low quartile (400–700)	7.7	8.3	7.0	5.1	4.6	3.8	24.6	38.9
Middle quartiles (710–1020)	4.2	3.4	3.7	3.3	3.9	1.5	17.9	62.2
High quartile (1030–1600)	1.3	1.8	3.3	3.3	2.8	1.8	12.5	73.2
Grade-point average in high school								
B's or less	5.5	5.2	6.6	4.5	4.6	4.2	24.8	44.7
B+ to A-	2.0	3.7	4.7	3.7	4.5	1.9	16.3	63.1
Mostly A's	1.8	1.3	1.0	1.5	1.7	0.6	11.8	80.2
Highest degree expectation in 1996								
Don't know	6.5	6.4	3.1	6.1	2.1	0.9	16.8	58.2
Less than bachelor's	30.9	14.3	4.5	5.8	0.3	#	10.8	33.4
Bachelor's degree	8.7	6.0	6.9	4.3	4.4	1.4	18.2	50.2
Advanced degree	2.4	2.7	4.1	3.1	3.8	2.0	17.2	64.7
First degree attained by 2001								
None	12.0	10.2	10.9	9.2	9.5	4.7	43.6	†
Certificate	†	†	†	†	†	†	†	100.0
Associate's degree	†	†	†	†	†	†	†	100.0

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.2-B.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by attendance patterns, GPA, and last institution type

	No degree, last year enrolled anywhere							
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	Still enrolled 2001	Attained any degree by 2001
	Students who began in public 4-year institutions							
Total	4.8	4.0	4.3	3.7	3.8	1.9	17.3	60.2
Number of institutions attended								
One	7.7	5.2	4.1	3.4	2.9	1.2	10.5	65.1
Two	0.2	3.1	5.5	4.3	5.1	2.9	24.8	54.2
Three or more	#	0.1	2.7	3.5	5.8	2.8	37.7	47.5
Co-enrollment at two institutions								
Never co-enrolled	5.4	4.5	4.5	4.0	3.9	1.9	16.8	59.0
Sometimes co-enrolled	#	0.5	3.5	1.5	3.1	1.5	21.1	68.9
Attendance intensity through 2001								
Always full-time	5.1	4.6	3.7	2.8	2.8	1.2	9.7	70.1
Mixed	1.1	2.6	4.9	5.1	5.2	3.1	30.7	47.3
Always part-time	48.7	9.7	10.6	5.3	6.1	0.4	11.6	7.6
First transfer direction								
Did not transfer	6.5	4.6	3.9	3.2	2.8	1.5	11.7	65.9
Upward transfer	†	†	†	†	†	†	†	†
Lateral transfer	0.1	2.1	2.8	3.4	4.7	2.2	34.1	50.8
Downward transfer	0.2	3.1	9.0	7.1	8.6	3.7	31.0	37.5
Enrollment continuity through 2001								
Continuously enrolled	6.4	4.3	3.8	2.3	2.9	0.9	9.3	70.2
Two enrollment spells	†	3.9	6.5	7.3	6.5	4.3	39.7	31.8
Three or more enrollment spells	†	†	3.5	9.5	6.5	7.4	49.2	24.0
GPA first year enrolled								
Less than 2.25	10.6	7.5	6.6	5.8	5.8	3.6	24.9	35.2
2.25–3.25	1.7	2.9	3.7	2.9	3.2	1.4	15.3	68.9
Over 3.25	2.7	1.4	2.9	1.7	2.0	0.9	10.7	77.9
Type of last institution attended								
Public 2-year	0.3	6.3	11.9	9.5	12.0	4.7	31.9	23.4
Public 4-year	5.6	4.0	3.6	3.1	3.0	1.5	15.0	64.2
Private not-for-profit 4-year	#	2.0	3.6	2.2	4.2	2.8	36.5	48.7
Private for-profit less-than-4-year	#	2.6	3.4	1.6	#	2.1	18.8	71.5
Other institutions	#	4.0	10.1	6.7	8.8	1.1	21.8	47.6

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.2-C.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in public 4-year institutions							
Total	4.8	4.0	4.3	3.7	3.8	1.9	17.3	60.2
Gender								
Male	5.0	4.4	4.8	3.9	4.9	2.3	19.3	55.4
Female	4.6	3.8	3.9	3.5	2.9	1.5	15.7	64.2
Age when first enrolled								
18 years or younger	2.6	3.5	3.6	3.3	3.4	1.7	16.8	65.1
19 years	7.4	5.4	4.8	3.1	4.8	1.9	18.2	54.5
20–23 years	11.3	8.3	10.7	6.8	3.4	3.9	20.9	34.8
24–29 years	20.3	9.6	6.4	3.9	7.6	#	29.1	23.1
30 or older	31.1	4.5	11.1	6.7	6.1	#	17.0	23.6
Race/ethnicity								
White, non-Hispanic	5.0	3.8	3.7	3.6	3.4	1.6	15.6	63.4
Black, non-Hispanic	5.7	6.6	6.7	4.2	5.1	3.5	22.3	45.9
Hispanic	4.9	4.6	6.1	3.3	6.2	2.6	24.4	48.0
Asian/Pacific Islander	0.4	1.6	5.6	5.3	2.6	1.1	16.2	67.3
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled								
Single, no children (dependent)	3.4	3.8	3.7	3.4	3.5	2.0	17.0	63.1
Single, no children (independent)	10.0	9.0	13.4	7.4	7.6	0.4	24.2	28.0
Single with children	10.7	8.3	10.2	6.2	7.4	#	21.4	35.8
Married	31.7	1.4	8.7	4.1	6.6	#	20.1	27.4
Parental education								
High school diploma or less	8.5	7.5	6.1	3.6	4.3	2.6	19.7	47.6
Some postsecondary	5.0	3.9	5.0	5.4	3.8	1.9	18.6	56.4
Bachelor's degree	2.9	2.5	3.0	3.1	2.4	0.8	16.2	69.2
Advanced degree	1.3	1.7	3.2	3.2	3.8	1.4	14.9	70.5
Student/employee role in 1995–96								
Did not work while enrolled	2.6	3.7	3.5	3.4	3.2	1.9	14.1	67.7
Student working	4.1	4.2	5.0	3.7	4.1	1.8	19.0	58.1
Employee who is enrolled	20.8	4.7	5.7	4.6	4.7	2.1	18.8	38.7
Dependent family income in 1994								
Less than $25,000	4.3	4.5	4.4	3.6	3.6	2.3	21.3	56.2
$25,000–44,999	6.1	4.6	4.2	4.4	3.1	1.7	18.6	57.4
$45,000–69,999	3.1	2.9	2.9	4.2	4.5	2.2	15.8	64.5
$70,000 or greater	1.1	3.5	3.6	1.9	2.8	1.8	13.5	71.9

‡Reporting standards not met. (Too few cases for a reliable estimate.)
#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.2-D.—Percentage distribution of 1995–96 beginning postsecondary students in public 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in public 4-year institutions							
Total	4.8	4.0	4.3	3.7	3.8	1.9	17.3	60.2
Number of risk factors when first enrolled								
None	2.2	3.0	3.5	3.3	3.4	1.8	15.2	67.5
One	7.3	6.1	3.9	3.7	4.1	2.3	22.4	50.4
Two or three	13.0	6.6	8.9	5.8	4.8	2.0	26.3	32.8
Four or more	21.2	8.9	11.5	5.0	7.6	#	21.4	24.4
High school diploma or equivalency status								
High school diploma	4.7	3.9	4.3	3.7	3.6	1.9	17.2	60.7
GED/high school equivalent*	8.6	13.5	7.7	#	16.9	#	27.6	25.8
None*	‡	‡	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment								
Did not delay	2.8	3.4	3.7	3.4	3.9	1.9	16.9	64.0
Delayed*	13.6	6.9	7.2	4.9	3.5	1.6	19.6	42.6
Attendance status when first enrolled								
Full-time	3.7	4.1	4.0	3.3	3.5	1.8	16.2	63.5
Part-time*	14.3	4.7	5.8	6.3	4.2	1.6	25.0	38.2
Dependency status when first enrolled								
Dependent	3.4	3.8	3.7	3.4	3.5	2.0	17.0	63.1
Independent*	18.3	6.0	10.7	5.8	7.2	0.1	21.9	30.1
Number of children when first enrolled								
None	4.1	3.9	4.0	3.5	3.6	1.9	17.3	61.7
One or more*	17.2	5.3	9.6	5.7	8.7	#	21.3	32.2
Single parent status when first enrolled								
Not a single parent	4.5	3.9	4.1	3.6	3.7	1.9	17.3	61.1
Single parent*	10.7	8.3	10.2	6.2	7.4	#	21.4	35.8
Worked while enrolled in 1995–96								
Did not work	2.6	3.7	3.5	3.4	3.2	1.9	14.1	67.7
Worked part time	5.4	3.4	4.5	3.8	4.0	2.1	18.3	58.6
Worked full time*	11.2	7.7	7.2	3.6	5.9	0.9	24.3	39.2

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 5.3-A.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by first institution type and academic preparation

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
	Students who began in private not-for-profit 4-year institutions							
Total	3.7	3.0	3.4	3.0	2.5	1.6	9.4	73.5
Highest offering of first institution								
Non-doctorate-granting	4.7	3.6	4.1	3.6	2.6	1.7	9.7	70.0
Doctorate-granting	1.8	1.9	2.1	1.9	2.2	1.4	8.7	80.0
Degree goal in 1995–96								
None	19.1	10.3	7.6	7.3	3.8	0.7	16.2	35.0
Certificate	‡	‡	‡	‡	‡	‡	‡	‡
Associate's degree	10.8	7.5	4.9	0.5	2.3	2.9	6.1	65.0
Bachelor's degree	2.2	2.5	3.2	2.8	2.5	1.6	9.2	76.2
Number of Advanced Placement tests taken								
None	5.0	3.6	4.0	3.8	2.8	1.9	10.8	68.1
One	1.6	3.0	2.4	2.0	1.3	1.9	7.4	80.5
More than one	0.1	1.2	2.3	1.5	1.9	0.6	5.7	86.6
SAT combined score								
Low quartile (400–700)	7.3	5.3	6.8	4.9	2.4	2.5	15.0	55.9
Middle quartiles (710–1020)	2.6	3.6	4.9	3.2	2.8	2.3	9.9	70.8
High quartile (1030–1600)	0.2	1.5	1.4	1.5	2.2	0.7	5.9	86.6
Grade-point average in high school								
B's or less	2.8	5.6	6.7	3.6	4.5	4.3	12.0	60.4
B+ to A-	1.6	1.5	4.8	2.1	1.6	1.5	8.8	78.1
Mostly A's	0.5	1.6	1.1	1.7	2.1	0.5	5.3	87.2
Highest degree expectation in 1996								
Don't know	8.3	5.6	2.6	2.5	2.4	0.4	5.4	72.8
Less than bachelor's	‡	‡	‡	‡	‡	‡	‡	‡
Bachelor's degree	6.1	5.8	4.9	3.7	4.9	3.6	12.5	58.5
Advanced degree	1.7	1.7	3.2	2.8	1.8	1.3	9.2	78.2
First degree attained by 2001								
None	14.0	11.3	12.9	11.3	9.3	6.1	35.3	†
Certificate	†	†	†	†	†	†	†	100.0
Associate's degree	†	†	†	†	†	†	†	100.0

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.3-B.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by attendance patterns, GPA, and last institution type

	No degree, last year enrolled anywhere						Still	Attained
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	enrolled 2001	any degree by 2001
			Students who began in private not-for-profit 4-year institutions					
Total	3.7	3.0	3.4	3.0	2.5	1.6	9.4	73.5
Number of institutions attended								
One	5.9	3.4	1.7	2.1	1.2	0.6	4.0	81.2
Two	#	3.2	7.4	4.7	4.7	2.9	14.2	63.0
Three or more	#	0.2	3.3	4.0	4.3	4.8	29.6	53.9
Co-enrollment at two institutions								
Never co-enrolled	4.3	3.3	3.1	3.0	2.5	1.3	9.4	73.1
Sometimes co-enrolled	#	0.8	5.6	3.1	2.4	3.4	9.0	75.8
Attendance intensity through 2001								
Always full-time	4.0	2.9	2.6	2.4	1.2	0.9	5.8	80.1
Mixed	0.8	2.5	5.3	4.4	5.3	3.3	17.4	61.0
Always part-time	38.3	12.6	6.5	6.2	3.7	#	18.1	14.6
First transfer direction								
Did not transfer	4.9	2.9	1.9	2.1	1.2	0.7	4.3	82.0
Upward transfer	†	†	†	†	†	†	†	†
Lateral transfer	#	3.0	6.6	5.2	4.8	4.9	25.7	49.9
Downward transfer	#	3.5	11.5	6.7	9.2	3.9	25.7	39.5
Enrollment continuity through 2001								
Continuously enrolled	4.5	3.1	3.0	2.4	1.5	0.7	3.7	81.1
Two enrollment spells	†	2.8	6.7	6.7	6.6	5.4	30.1	41.8
Three or more enrollment spells	†	†	0.7	2.5	7.9	7.5	58.7	22.7
GPA first year enrolled								
Less than 2.25	10.0	8.7	5.8	5.2	4.8	3.3	17.3	44.8
2.25–3.25	2.0	1.4	4.3	2.3	2.4	1.9	8.2	77.5
Over 3.25	1.9	1.8	1.3	2.0	1.2	0.6	6.1	85.0
Type of last institution attended								
Public 2-year	#	6.2	18.8	10.3	12.6	9.3	30.5	12.4
Public 4-year	#	2.7	8.5	3.5	5.9	5.2	23.9	50.2
Private not-for-profit 4-year	4.6	2.8	1.7	2.2	1.3	0.5	5.2	81.8
Private for-profit less-than-4-year	#	3.1	2.9	6.9	2.7	#	21.9	62.4
Other institutions	‡	‡	‡	‡	‡	‡	‡	‡

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

#Rounds to zero.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.3-C.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by demographic characteristics

	No degree, last year enrolled anywhere							
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001	Still enrolled 2001	Attained any degree by 2001
	Students who began in private not-for-profit 4-year institutions							
Total	3.7	3.0	3.4	3.0	2.5	1.6	9.4	73.5
Gender								
Male	4.3	3.3	3.5	3.6	2.9	1.4	10.9	70.3
Female	3.3	2.8	3.4	2.6	2.2	1.8	8.2	75.9
Age when first enrolled								
18 years or younger	1.8	2.3	3.2	2.6	2.7	1.6	8.0	77.9
19 years	4.5	5.0	3.6	5.5	3.2	2.7	12.7	62.9
20–23 years	16.9	7.8	9.6	1.5	#	1.5	22.6	40.2
24–29 years	18.4	14.4	1.7	2.9	#	#	9.9	52.7
30 or older	27.6	4.4	2.6	12.1	0.4	2.2	20.9	29.8
Race/ethnicity								
White, non-Hispanic	3.4	3.0	3.0	2.9	2.4	1.7	7.4	76.2
Black, non-Hispanic	4.3	4.2	7.0	3.6	3.0	1.6	17.0	59.3
Hispanic	6.8	3.3	1.7	3.5	3.0	2.0	14.8	64.9
Asian/Pacific Islander	2.9	0.7	4.3	2.9	1.6	0.1	9.1	78.4
American Indian/Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Marital status and children when first enrolled								
Single, no children (dependent)	2.5	2.6	3.5	2.7	2.6	1.6	8.9	75.7
Single, no children (independent)	11.2	11.8	0.7	5.8	1.5	#	7.0	62.0
Single with children	23.8	4.4	#	4.2	#	4.2	22.0	41.4
Married	22.7	7.4	5.1	9.4	0.3	2.0	19.5	33.6
Parental education								
High school diploma or less	9.5	5.8	3.8	4.4	2.3	1.3	11.4	61.5
Some postsecondary	4.3	4.5	3.3	5.2	3.3	2.1	12.1	65.3
Bachelor's degree	1.1	2.1	2.9	2.9	4.1	1.7	8.1	77.1
Advanced degree	0.9	0.8	3.2	1.3	1.2	1.5	7.0	84.1
Student/employee role in 1995–96								
Did not work while enrolled	3.3	2.4	3.5	2.4	2.6	1.3	7.5	77.0
Student working	2.2	3.2	3.2	3.1	2.5	1.7	9.7	74.4
Employee who is enrolled	17.4	4.9	5.4	7.6	1.0	3.0	16.1	44.7
Dependent family income in 1994								
Less than $25,000	4.0	3.0	5.5	4.5	3.4	1.8	13.6	64.2
$25,000–44,999	3.1	4.2	4.3	3.4	3.8	3.1	8.9	69.3
$45,000–69,999	2.4	3.0	3.5	2.7	2.1	1.5	8.4	76.5
$70,000 or greater	1.4	1.2	2.1	1.4	1.8	0.7	6.8	84.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 5.3-D.—Percentage distribution of 1995–96 beginning postsecondary students in private not-for-profit 4-year institutions according to whether they attained any degree as of June 2001, or if they did not attain, the year they left postsecondary education, by persistence risk factors when they first enrolled

	No degree, last year enrolled anywhere						Still enrolled 2001	Attained any degree by 2001
	1995–1996	1996–1997	1997–1998	1998–1999	1999–2000	2000–2001		
	Students who began in private not-for-profit 4-year institutions							
Total	3.7	3.0	3.4	3.0	2.5	1.6	9.4	73.5
Number of risk factors when first enrolled								
None	1.7	2.0	3.2	2.7	2.4	1.5	7.5	79.1
One	5.7	5.5	4.4	3.4	3.6	1.7	15.1	60.7
Two or three	17.1	9.0	3.4	4.8	2.5	1.5	18.7	43.1
Four or more	20.7	10.3	4.7	6.5	0.3	3.5	18.9	35.1
High school diploma or equivalency status								
High school diploma	3.5	2.9	3.3	3.0	2.4	1.5	9.2	74.3
GED/high school equivalent*	10.5	6.5	9.7	5.3	4.1	5.4	14.6	44.0
None*	‡	‡	‡	‡	‡	‡	‡	‡
Delayed postsecondary enrollment								
Did not delay	2.0	2.4	3.1	2.7	2.6	1.7	8.4	77.1
Delayed*	13.9	6.6	5.5	4.9	1.7	1.4	15.4	50.7
Attendance status when first enrolled								
Full-time	3.1	2.7	3.1	2.9	2.2	1.7	8.3	76.0
Part-time*	13.0	9.0	3.1	5.3	5.8	1.0	24.7	38.2
Dependency status when first enrolled								
Dependent	2.5	2.6	3.5	2.7	2.6	1.6	8.9	75.7
Independent*	18.6	8.4	2.3	6.9	0.7	1.7	15.3	46.1
Number of children when first enrolled								
None	3.1	2.8	3.4	2.9	2.5	1.6	8.8	75.0
One or more*	19.3	9.0	4.7	5.9	0.3	4.0	25.5	31.3
Single parent status when first enrolled								
Not a single parent	3.2	3.0	3.5	2.9	2.5	1.6	9.1	74.2
Single parent*	23.8	4.4	#	4.2	#	4.2	22.0	41.4
Worked while enrolled in 1995–96								
Did not work	3.3	2.4	3.5	2.4	2.6	1.3	7.5	77.0
Worked part time	2.3	2.7	3.5	3.1	2.6	1.8	9.5	74.6
Worked full time*	13.3	7.7	3.7	5.1	1.5	2.3	18.2	48.3

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 6: Transfer Patterns

The tables in section 6 display the patterns of the transfer from the first institution attended to the second institution. In this study a transfer is defined as occurring when a student is no longer enrolled in one institution (the origin) and subsequently enrolls in a different institution for a period of at least 4 months (the destination). This definition is intended to exclude short summer school or occupational courses at a different institution. This transfer definition is not based on whether course credits were accepted at the destination institution.

About one-third of the beginning students transferred from one institution to another during the six years under study. Since 10 percent of the students attended three or more institutions, the last type of institution attended is not necessarily the same as the destination of the first transfer. The tables in this section only describe the first transfer type and years, however. Transfer students may enroll at the destination institution soon after leaving the first institution attended or they may delay enrolling somewhere else by more than four months, in which case they are classified as both transfers and stopouts.

The tables that follow show the last academic year that the transfer student was enrolled at the first institution, the type of institution that was the first destination, and the first academic year that the student was enrolled at the transfer destination institution. Tables 6.0-A and B show the distribution of all beginning students, including those who did not transfer; tables 6.1-A through C focus only on the distribution of those who did transfer.

Table 6.0-A: Last academic year at first institution before transfer (all students)

- Two-thirds (68 percent) of all students who began postsecondary education in 1995–96 stayed at the same institution and never transferred. Thirteen percent left the first institution attended after the first year and transferred to another institution; another 10 percent left after the second year and transferred elsewhere.

Table 6.0-B: Type of institution of first transfer destination (all students)

- Fourteen percent of the 1995–96 beginning postsecondary students transferred to a public 4-year institution, 10 percent transferred to a public 2-year institution, and 4 percent transferred to a private not-for-profit 4-year institution.

Table 6.1-A: Last academic year at first institution (among transfers)

- About one-half (49 percent) of the 1995–96 beginners who transferred from a 4-year institution left their original institution by the end of the first academic year. Another 31 percent of the transfers left by the end of their second year and 13 percent left by the end of the third year at the first institution.
- Beginners who transferred from their original 2-year institution were more evenly distributed, with 23–34 percent leaving by the end of each of the first three years. No difference could be detected in the percentage of students that left to transfer in each of those years.
- Beginning students who transferred from one 4-year institution to another 4-year institution were most likely to leave their original institution by the end of the first year (45 percent), and then decreasingly likely to leave by the end of the second (33 percent), third (15 percent), and fourth (6 percent) years.
- Beginning students who started at a 4-year institution and then transferred downward to a 2-year institution were also most likely to leave by the end of the first year (55 percent), less likely to leave by the end of the second year (30 percent), and then decreasingly likely to leave by the end of the third (10 percent) and fourth (4 percent) years.
- Among beginning students who started at 2-year institutions and transferred up to a 4-year institution, no difference could be detected in the percentage who left their original institution by the end of any of the first three years.
- Beginning students who started at a 2-year institution and transferred laterally to another 2-year institution were more likely to leave the original institution by the end of the first year (49 percent) than by the second (26 percent) or any later year.

Table 6.1-B: Type of institution of first transfer destination (among transfers)

- About one-half (49 percent) of beginning students who transferred from public 2-year institutions enrolled at public 4-year institutions, about one-fourth (27 percent) enrolled at a different public 2-year institution, and 11 percent enrolled at a private not-for-profit 4-year institution.
- Beginners who transferred from the first private not-for-profit 4-year institution where they started were more likely to enroll at a public 4-year (42 percent) or public 2-year institution (32 percent) than at a different private not-for-profit 4-year institution (18 percent).
- Among students who had attained an associate's degree before they transferred, about two-thirds (66 percent) enrolled at a public 4-year institution and about one-fourth (23 percent) enrolled at a private not-for-profit 4-year institution.

Table 6.1-C: First academic year at transfer destination institution (among transfers)

- Among all the 1995–96 beginning students who transferred, 30 percent enrolled at the destination institution in 1996–97 and another 32 percent enrolled in 1997–98.
- Among all the beginners who transferred and left their original institution by the end of the first year (1995–96), 18 percent enrolled at the destination institution during the same academic year and about one-half (53 percent) enrolled in the next academic year (1996–97).
- Among those transfers who left the original institution by the end of the second year (1996–97), about one-fourth (27 percent) enrolled at the destination institution that same year and 58 percent enrolled in the next year (1997–98).

Table 6.0-A.—Percentage distribution of 1995–96 beginning postsecondary students according to their transfer status as of June 2001, and if they transferred, according to the last year enrolled at the first institution attended, by first institution type and initial degree goal

	Last academic year at first institution before transfer					Never transferred
	1995–96	1996–97	1997–98	1998–99	1999–2001*	
Total	13.0	9.6	6.1	2.3	1.1	67.9
Type of first institution						
Public 2-year	13.8	12.0	10.1	3.7	1.9	58.5
Public 4-year	13.0	8.2	3.8	1.4	0.6	73.0
Private not-for-profit 4-year	12.2	7.6	2.7	1.1	0.2	76.3
Private for-profit less-than-4-year	10.4	5.6	0.8	0.3	0.2	82.7
Other institutions	14.4	10.1	1.7	0.4	0.1	73.3
Level of first institution						
4-year	12.7	8.0	3.4	1.3	0.4	74.2
2-year	13.8	11.8	9.4	3.5	1.8	59.8
Less-than-2-year	10.2	4.8	0.6	#	#	84.4
First 4-year institution type and highest offering						
Public non-doctorate-granting	15.9	8.3	4.1	1.7	0.9	69.1
Public doctorate-granting	11.2	8.2	3.6	1.3	0.3	75.5
Private not-for-profit non-doctorate-granting	13.2	8.8	3.0	1.3	#	73.7
Private not-for-profit, doctorate-granting	10.3	5.2	2.1	0.7	0.5	81.2
Degree plans at first institution						
Certificate	11.2	5.1	1.9	0.5	0.1	81.2
Associate's degree	14.8	12.6	10.3	4.1	2.1	56.1
Bachelor's degree	12.5	8.2	3.2	1.2	0.4	74.5
Degree goal in 1995–96						
Certificate	8.2	5.7	2.0	0.6	#	83.6
Associate's degree	8.5	13.0	9.6	3.4	1.8	63.7
Bachelor's degree	12.8	9.5	6.4	2.4	1.0	67.8
Delayed enrollment						
Did not delay	14.6	11.2	7.1	2.9	1.2	62.9
Delayed	10.7	7.5	4.6	1.3	0.8	75.2

#Rounds to zero.

*Two academic years.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 6.0-B.—Percentage distribution of 1995–96 beginning postsecondary students according to their transfer status as of June 2001, and if they transferred, according to the type of institution that was the destination of the first transfer, by first institution type and initial degree goal

	Type of institution of first transfer destination					
	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than 4-year	Other institutions	Never transferred
Total	9.9	14.1	3.7	2.7	1.7	67.9
Type of first institution						
Public 2-year	11.1	20.4	4.4	3.7	1.9	58.5
Public 4-year	9.8	11.3	3.3	1.1	1.5	73.0
Private not-for-profit 4-year	7.6	10.0	4.4	1.1	0.6	76.3
Private for-profit less-than-4-year	8.3	1.7	0.8	3.8	2.7	82.7
Other institutions	10.5	6.5	3.4	4.1	2.2	73.3
Level of first institution						
4-year	9.1	10.8	3.7	1.1	1.2	74.2
2-year	11.1	19.1	4.3	3.8	2.0	59.8
Less-than-2-year	7.6	1.5	0.1	3.9	2.6	84.4
First 4-year institution type and highest offering						
Public non-doctorate-granting	10.4	13.7	3.7	1.4	1.8	69.1
Public doctorate-granting	9.4	9.8	3.0	1.0	1.3	75.5
Private not-for-profit non-doctorate-granting	9.1	11.3	3.8	1.5	0.7	73.7
Private not-for-profit doctorate-granting	4.8	7.7	5.4	0.3	0.6	81.2
Degree plans at first institution						
Certificate	9.3	3.3	0.4	3.8	2.0	81.2
Associate's degree	11.7	21.1	5.4	3.5	2.3	56.1
Bachelor's degree	8.8	10.9	3.6	1.0	1.1	74.5
Degree goal in 1995–96						
Certificate	9.2	1.5	0.4	3.2	2.2	83.6
Associate's degree	8.9	16.8	4.8	3.7	2.1	63.7
Bachelor's degree	8.8	16.8	4.2	1.1	1.3	67.8
Delayed postsecondary enrollment						
Did not delay	10.6	17.8	4.3	2.7	1.6	62.9
Delayed	9.4	8.0	2.8	2.6	2.0	75.2

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 6.1-A.—Percentage distribution of 1995–96 beginning postsecondary students who transferred as of June 2001, according to the last year enrolled at the first institution attended, by first institution type, initial degree goal, and transfer type

	Last academic year enrolled at first institution before transfer				
	1995–96	1996–97	1997–98	1998–99	1999–2001*
	Students who transferred				
Total	40.6	30.0	19.1	7.0	3.3
Type of first institution					
Public 2-year	33.3	28.9	24.3	8.9	4.6
Public 4-year	48.2	30.4	14.1	5.3	2.1
Private not-for-profit 4-year	51.5	31.9	11.4	4.6	0.7
Private for-profit less-than-4-year	60.3	32.3	4.6	1.6	1.2
Other institutions	53.9	37.9	6.3	1.5	0.5
Level of first institution					
4-year	49.3	31.1	13.0	5.0	1.6
2-year	34.3	29.3	23.3	8.6	4.5
Less-than-2-year	65.4	30.8	3.7	0.1	#
First 4-year institution type and highest offering					
Public non-doctorate-granting	51.5	26.7	13.3	5.5	3.1
Public doctorate-granting	45.6	33.3	14.7	5.1	1.3
Private not-for-profit non-doctorate-granting	50.2	33.5	11.4	4.9	#
Private not-for-profit doctorate-granting	54.9	27.4	11.4	3.8	2.6
Degree plans at first institution					
Certificate	59.3	27.0	10.2	2.7	0.8
Associate's degree	33.7	28.8	23.4	9.3	4.8
Bachelor's degree	48.9	32.0	12.7	4.8	1.7
Degree goal in 1995–96					
Certificate	49.5	34.8	11.9	3.5	0.3
Associate's degree	23.4	35.8	26.4	9.4	5.1
Bachelor's degree	39.9	29.5	19.9	7.5	3.2
Delayed postsecondary enrollment					
Did not delay	39.4	30.3	19.2	7.9	3.2
Delayed	43.0	30.3	18.6	5.1	3.0
First transfer direction					
Upward transfer	26.1	31.6	27.8	8.9	5.7
Lateral transfer	47.1	29.1	14.6	7.1	2.1
Downward transfer	57.6	28.4	10.0	3.0	1.1
First transfer by institution level					
4-year to 4-year	44.6	32.5	15.1	6.0	1.8
4-year to 2-year	54.7	30.1	10.3	3.6	1.4
2-year to 4-year	22.6	31.6	30.0	9.6	6.2
2-year to 2-year	48.6	25.9	14.5	8.5	2.6

See footnotes at end of table.

Table 6.1-A.—Percentage distribution of 1995–96 beginning postsecondary students who transferred as of June 2001, according to the last year enrolled at the first institution attended, by first institution type, initial degree goal, and transfer type—Continued

	Last academic year enrolled at first institution before transfer				
	1995–96	1996–97	1997–98	1998–99	1999–2001*
	Students who transferred				
First transfer by institution control					
Public to public	35.7	30.3	22.3	7.9	3.7
Public to private not-for-profit	37.4	31.3	14.6	9.9	6.8
Private not-for-profit to public	53.1	31.8	11.0	3.7	0.4
Private not-for-profit to private not-for-profit	41.6	39.0	10.7	7.1	1.6
Degree attained before transfer					
None	49.6	30.6	14.6	4.8	0.4
Certificate	36.4	36.9	21.5	4.8	0.3
Associate's degree	†	33.7	38.3	18.3	9.7

†Not applicable.

#Rounds to zero.

*Two academic years.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 6.1-B.—Percentage distribution of 1995–96 beginning postsecondary students who transferred as of June 2001, according the type of institution that was the destination of the first transfer, by first institution type, initial degree goal, and transfer type

	Type of institution of first transfer destination				
	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than 4-year	Other institutions
	Students who transferred				
Total	31.0	43.9	11.4	8.4	5.3
Type of first institution					
Public 2-year	26.8	49.2	10.5	8.9	4.6
Public 4-year	36.3	41.9	12.1	4.2	5.5
Private not-for-profit 4-year	32.1	42.3	18.4	4.6	2.7
Private for-profit less-than-4-year	48.3	9.5	4.4	22.3	15.5
Other institutions	39.3	24.3	12.8	15.4	8.2
Level of first institution					
4-year	35.2	41.6	14.1	4.4	4.7
2-year	27.6	47.5	10.8	9.3	4.9
Less-than-2-year	48.4	9.8	0.6	24.7	16.5
First 4-year institution type and highest offering					
Public non-doctorate-granting	33.6	44.3	11.9	4.5	5.8
Public doctorate-granting	38.5	40.1	12.2	4.0	5.2
Private not-for-profit non-doctorate-granting	34.5	42.8	14.4	5.7	2.6
Private not-for-profit doctorate-granting	25.6	40.9	29.0	1.6	3.0
Degree plans at first institution					
Certificate	49.5	17.5	2.3	20.4	10.4
Associate's degree	26.6	48.0	12.2	8.1	5.2
Bachelor's degree	34.7	42.9	14.1	4.1	4.3
Degree goal in 1995–96					
Certificate	55.9	9.2	2.3	19.6	13.1
Associate's degree	24.5	46.4	13.3	10.1	5.7
Bachelor's degree	27.5	52.2	12.9	3.5	3.9
Delayed postsecondary enrollment					
Did not delay	28.7	48.1	11.7	7.3	4.3
Delayed	37.8	32.4	11.1	10.4	8.2
First transfer direction					
Upward transfer	5.2	74.7	16.7	0.9	2.5
Lateral transfer	42.4	33.9	11.5	8.2	3.9
Downward transfer	61.3	†	†	24.4	14.3

See footnotes at end of table.

Table 6.1-B.—Percentage distribution of 1995–96 beginning postsecondary students who transferred as of June 2001, according the type of institution that was the destination of the first transfer, by first institution type, initial degree goal, and transfer type—Continued

	Type of institution of first transfer destination				
	Public 2-year	Public 4-year	Private not-for-profit 4-year	Private for-profit less-than 4-year	Other institutions
	Students who transferred				
First transfer by institution level					
4-year to 4-year	†	73.0	24.8	†	2.3
4-year to 2-year	90.0	†	†	6.1	4.0
2-year to 4-year	†	80.1	18.1	†	1.8
2-year to 2-year	83.5	†	†	12.8	3.7
First transfer by institution control					
Public to public	37.6	59.8	†	†	2.5
Public to private not-for-profit	†	†	85.2	†	14.8
Private not-for-profit to public	43.7	56.1	†	†	0.3
Private not-for-profit to private not-for-profit	†	†	95.0	†	5.0
Degree before transfer					
None	26.8	43.3	11.9	12.2	5.8
Certificate	54.1	19.8	3.7	8.6	13.9
Associate's degree	7.7	65.7	23.3	0.5	2.7
Last academic year at first institution					
1995–96	39.6	32.0	9.2	12.1	7.1
1996–97	30.5	45.4	13.2	5.0	6.0
1997–98	17.8	62.5	9.8	8.2	1.7
1998–99	26.6	50.6	16.0	4.3	2.5
1999–00 or 2000–01	15.7	56.3	21.4	2.5	4.0

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 6.1-C.—Percentage distribution of 1995–96 beginning postsecondary students who transferred as of June 2001, according to the first year they enrolled at the destination institution of the first transfer, by first institution type, initial degree goal, transfer type, and last year enrolled at the first institution attended

	First academic year at transfer destination					
	1995–96	1996–97	1997–98	1998–99	1999–00	2000–01
	Students who transferred					
Total	7.4	29.5	31.9	14.3	10.7	6.1
Type of first institution						
Public 2-year	6.9	24.1	31.8	18.3	12.6	6.4
Public 4-year	8.6	36.3	33.9	8.6	7.0	5.6
Private not-for-profit 4-year	9.1	42.5	31.2	7.4	5.6	4.3
Private for-profit less-than-4-year	6.0	26.4	27.9	13.0	16.5	10.2
Other institutions	5.6	48.0	30.1	4.9	8.0	3.4
First institution level						
4-year	8.9	38.5	32.6	8.3	6.6	5.1
2-year	7.0	24.3	32.1	17.7	12.4	6.6
Less-than-2-year	2.2	36.9	25.3	11.7	17.7	6.4
First 4-year institution type and highest offering						
Public non-doctorate-granting	10.8	37.2	31.4	8.9	7.4	4.3
Public doctorate-granting	6.9	35.6	35.9	8.4	6.7	6.6
Private not-for-profit non-doctorate-granting	8.7	42.0	32.1	6.8	6.3	4.1
Private not-for-profit doctorate-granting	10.2	43.7	28.8	8.9	3.7	4.7
Degree plans at first institution						
Certificate	5.6	36.8	21.7	14.9	16.0	5.1
Associate's degree	6.8	23.6	33.1	18.1	11.3	7.1
Bachelor's degree	8.8	38.7	33.4	8.2	6.1	4.8
Degree goal in 1995–96						
Certificate	4.1	30.7	23.0	15.4	21.4	5.4
Associate's degree	3.5	18.8	36.7	20.4	12.6	8.0
Bachelor's degree	7.9	33.3	31.8	13.2	8.5	5.3
Delayed enrollment						
Did not delay	7.4	30.9	33.4	12.6	9.8	5.9
Delayed	7.5	26.3	29.2	17.6	13.5	6.0
First transfer direction						
Upward transfer	4.8	21.6	36.2	21.0	8.9	7.5
Lateral transfer	7.3	34.9	29.0	11.4	12.6	4.8
Downward transfer	13.2	35.0	29.1	6.3	10.5	5.9

See footnotes at end of table.

Table 6.1-C.—Percentage distribution of 1995–96 beginning postsecondary students who transferred as of June 2001, according to the first year they enrolled at the destination institution of the first transfer, by first institution type, initial degree goal, transfer type, and last year enrolled at the first institution attended—Continued

	First academic year at transfer destination					
	1995–96	1996–97	1997–98	1998–99	1999–00	2000–01
	Students who transferred					
First transfer by institution level						
4-year to 4-year	6.7	39.7	33.5	9.3	6.7	4.2
4-year to 2-year	11.1	36.9	32.3	6.8	6.1	6.9
2-year to 4-year	5.1	19.9	37.1	21.5	8.8	7.7
2-year to 2-year	8.1	30.9	25.4	13.9	16.6	5.1
First transfer by institution control						
Public to public	6.7	28.4	33.0	15.8	10.3	5.9
Public to private not-for-profit	11.7	19.6	34.2	12.8	12.6	9.1
Private not-for-profit to public	8.5	44.0	31.0	6.8	6.6	3.1
Private not-for-profit to private not-for-profit	7.1	37.6	40.6	5.3	4.2	5.4
Degree before transfer						
None	9.0	42.7	28.7	14.1	4.5	1.1
Certificate	0.6	19.1	28.2	29.0	12.6	10.5
Associate's degree	†	6.6	40.6	29.0	14.4	9.3
Last academic year at first institution						
1995–96	18.3	52.5	17.1	4.9	3.9	3.3
1996–97	†	27.4	57.5	4.9	6.0	4.3
1997–98	†	†	40.8	39.4	15.8	4.0
1998–99	†	†	†	47.9	38.1	14.0
1999–00 or 2000–01	†	†	†	†	48.3	51.7

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 7: Retention and Attainment at the First Institution at the End of Each Year (Beginners at 4-Year Institutions)

The tables in section 7 show the retention and attainment of 1995–96 beginning students who had a bachelor's degree goal (90 percent of the beginners at 4-year institutions) at the first (4-year) college or university they attended. The section contains six separate tables that show the percentage distribution of the beginners by their attainment or enrollment status at the first institution at the end of each academic year from 1995–96 to 2000–2001.

At the end of each of the six academic years, the tables show the cumulative percentage who had attained any degrees (by highest type of degree) at that institution, the cumulative percentage who had transferred from the first institution and enrolled elsewhere, and the cumulative percentage of students who had left postsecondary education directly from the first institution and never enrolled anywhere else by June 2001. The percentage of students still enrolled at the first institution without a degree at the end of each year is the residual after classifying all those who had attained degrees at that institution in that year and prior years, who had transferred out of that institution in that year and prior years, or who had left postsecondary education from that institution in that year or prior years.

Institutional Retention

Table 7.1: At the end of the first year (1995–96)

- Among the students who started at a 4-year institution with a bachelor's degree goal in 1995–96, 86 percent were still enrolled at that institution at the end of the first academic year. Ten percent had left to transfer somewhere else and 3 percent had left postsecondary education and never enrolled anywhere in the subsequent five years.
- About one-fourth of the beginners who were always enrolled part time at the first institution transferred by the end of the first year, and another fourth of the part-time students left postsecondary education without a degree by the end of the first year.
- Among the beginners who had a GPA of less than 2.25 at the first institution during the first year, 20 percent had transferred elsewhere and 9 percent had left postsecondary education by the end of the first year.

Table 7.2: At the end of the second year (1996–97)

- At the end of the second academic year (1996–97), three-fourths (73 percent) of the 1995–96 beginners who had a bachelor's degree goal and first attended a 4-year institution were still enrolled at that first institution.
- Those who had left the first institution by the end of the second year included 18 percent who had transferred (including the 10 percent who had transferred by the end of the first year) and 6 percent who had left postsecondary education permanently (including the 3 percent who had left by the end of the first year at the institution).
- Institutional freshmen "dropout rates" are sometimes measured as the percentage of first-time first-year freshmen who did not return to the same institution at the beginning of the second year. Such freshmen dropout rates, based on a survey of about 1,500 4-year institutions and about 900 2-year institutions, are reported annually by the American College Testing program (ACT). For many years these institutional freshmen dropout rates have averaged about 25 percent at 4-year institutions (see the ACT website: www.act.org).

  The ACT approach is different from the one used in this study, which measures what happened during each academic year and reports the cumulative percentage of students who had left the institution at the end of each academic year, rather than their status at the beginning of the next academic year. The closest equivalent to the ACT freshmen dropout measure is the percentage of 1995–96 beginners who were not enrolled at the first institution at the end of the *second* year, which includes all those beginners who did not return in the second year. It also includes those who returned but then left before June of the second year (so the second year rate should be somewhat greater than the ACT dropout rate). The results are similar. By the end of the second academic year (1996–97) approximately one-fourth of the beginners had dropped out of the first institution. However, 6 percent had actually left postsecondary education, and 18 percent had transferred to a different institution. (Not shown are another 2 percent who were stopouts not enrolled in the second year, but returned to the institution later. These would also be reported as first-year dropouts by institutions.)

Table 7.3: At the end of the third year (1997–98)

- By the end of the third year, two-thirds (65 percent) of the beginners with a bachelor's degree goal who started at a 4-year institution were still enrolled there, and a small percentage had attained degrees there. Twenty-two percent had transferred elsewhere and 9 percent had left postsecondary education since 1995–96.
- By the end of the third year, about one-half (50 percent) of the beginners who had combined SAT scores in the bottom quartile (400–700) were still enrolled at the college or university where they had started in 1995–96. Thirty-one percent had transferred to a different institution and 15 percent had left postsecondary education without a degree by the end of the third year after they had started.

Table 7.4: At the end of the fourth year (1998–99)

- By the end of the fourth year, about one-third (34 percent) of the beginners had completed a bachelor's degree at the same institution where they had started, about one-third (30 percent) were still enrolled there without having completed a degree, and about one-third had left the institution (sum of the 23 percent who had transferred and the 11 percent who had left postsecondary education).

Table 7.5: At the end of the fifth year (1999–2000)

- By the end of the fifth year, about one-half (51 percent) of the beginners who had a bachelor's degree goal and first enrolled at a 4-year college or university in 1995–96 had completed a bachelor's degree at that same institution and 11 percent were still enrolled there without a degree.

Table 7.6: At the end of the sixth year (2000–01)

- At the end of the sixth year in June 2001, 55 percent of the beginners with a bachelor's degree goal who started at a 4-year institution in 1995–96 had completed a bachelor's degree at that same institution, and 7 percent were still enrolled there without a degree. Among those who had not been continuously enrolled at the first institution (stopouts), 30 percent were still enrolled without a degree in 2001.
- By June 2001, 23 percent of the 1995–96 beginners with a bachelor's degree goal who had first enrolled in a 4-year institution had left that institution and transferred somewhere else and another 13 percent had left postsecondary education without a degree directly from that institution and were not enrolled anywhere else.

Table 7.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the first year, 1995–96

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of first year (1995–96)						
Total 4-year institutions	†	†	0.1	86.2	†	10.4	3.4
First institution type and highest offering							
Public 4-year	†	†	0.1	85.5	†	10.6	3.9
Non-doctorate-granting	†	†	#	80.9	†	12.8	6.3
Doctorate-granting	†	†	0.1	88.0	†	9.4	2.6
Private not-for-profit 4-year	†	†	#	87.6	†	10.0	2.4
Non-doctorate-granting	†	†	#	86.3	†	10.6	3.1
Doctorate-granting	†	†	#	89.9	†	8.9	1.3
Attendance intensity—first institution spell							
Always full-time	†	†	0.1	86.2	†	10.7	3.0
Mixed	†	†	#	92.8	†	5.5	1.7
Always part-time	†	†	#	48.6	†	26.1	25.3
Enrollment continuity at first institution							
Continuously enrolled	†	†	#	84.5	†	11.6	3.9
Not continuously enrolled	†	†	0.2	99.8	†	#	#
Number of Advanced Placement tests taken							
None	†	†	0.1	83.5	†	12.1	4.3
One	†	†	#	91.4	†	7.4	1.2
Two or more	†	†	#	93.7	†	5.6	0.7
Grade-point average in high school							
B's or less	†	†	0.2	80.7	†	14.9	4.2
B+ to A-	†	†	#	88.3	†	10.1	1.6
Mostly A's	†	†	0.1	91.8	†	7.2	0.9
SAT combined score							
Low quartile (400–700)	†	†	#	78.4	†	15.2	6.4
Middle quartiles (710–1020)	†	†	0.1	84.7	†	12.1	3.1
High quartile (1030–1600)	†	†	#	92.8	†	6.6	0.6
GPA first year enrolled							
Less than 2.25	†	†	0.1	70.9	†	20.0	9.0
2.25–3.25	†	†	#	90.1	†	8.2	1.7
Over 3.25	†	†	0.1	92.2	†	6.5	1.3

See footnotes at end of table.

Table 7.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the first year, 1995–96—Continued

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of first year (1995–96)						
Delayed postsecondary enrollment							
Did not delay	†	†	0.1	87.8	†	10.0	2.1
Delayed	†	†	#	77.4	†	12.1	10.6
Gender							
Male	†	†	0.1	85.8	†	10.2	3.9
Female	†	†	0.1	86.5	†	10.5	3.0
Race/ethnicity							
White, non-Hispanic	†	†	#	86.2	†	10.4	3.4
Black, non-Hispanic	†	†	0.2	83.3	†	11.7	4.9
Hispanic	†	†	0.2	83.2	†	12.4	4.3
Asian/Pacific Islander	†	†	#	93.2	†	5.8	0.9
Dependency status when first enrolled							
Dependent	†	†	0.1	87.0	†	10.4	2.6
Independent	†	†	#	77.6	†	8.5	13.9
Dependent family income in 1994							
Less than $25,000	†	†	#	85.0	†	11.3	3.8
$25,000–44,999	†	†	#	84.5	†	11.0	4.6
$45,000–69,999	†	†	0.1	88.1	†	10.0	1.9
$70,000 or greater	†	†	0.1	89.1	†	9.8	1.1
Number of risk factors when first enrolled							
None	†	†	#	88.5	†	9.8	1.7
One	†	†	0.2	82.6	†	11.1	6.1
Two or more	†	†	#	74.4	†	12.3	13.3

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 7.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the second year, 1996–97

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of second year (1996–97)						
Total 4-year institutions	†	0.3	0.2	73.4	1.6	18.1	6.3
First institution type and highest offering							
Public 4-year	†	0.4	0.3	71.9	2.1	18.4	7.0
Non-doctorate-granting	†	0.6	0.5	65.0	2.8	21.1	10.1
Doctorate-granting	†	0.3	0.1	75.7	1.6	17.0	5.3
Private not-for-profit 4-year	†	0.2	0.2	76.7	0.9	17.5	4.6
Non-doctorate-granting	†	0.3	0.4	73.8	0.6	19.4	5.6
Doctorate-granting	†	#	#	81.8	1.4	14.0	2.9
Attendance intensity—first institution spell							
Always full-time	†	0.4	0.3	73.8	1.6	18.4	5.6
Mixed	†	0.1	0.2	79.4	1.2	13.6	5.5
Always part-time	†	#	0.2	30.6	4.1	34.7	30.4
Enrollment continuity at first institution							
Continuously enrolled	†	0.3	0.2	73.0	#	19.7	6.7
Not continuously enrolled	†	0.7	0.3	77.0	14.5	5.2	2.4
Number of Advanced Placement tests taken							
None	†	0.3	0.4	68.9	2.1	21.0	7.4
One	†	#	#	81.2	1.1	14.0	3.7
Two or more	†	0.4	#	85.7	0.8	11.2	1.8
Grade-point average in high school							
B's or less	†	0.4	0.3	61.7	2.8	26.4	8.4
B+ to A-	†	0.1	#	74.6	1.7	19.6	4.1
Mostly A's	†	0.5	0.1	84.9	0.8	11.7	2.0
SAT combined score							
Low quartile (400–700)	†	0.4	0.6	58.0	2.7	26.6	11.7
Middle quartiles (710–1020)	†	0.1	0.1	72.1	1.6	20.4	5.8
High quartile (1030–1600)	†	0.5	0.1	83.6	1.5	12.3	2.0
GPA first year enrolled							
Less than 2.25	†	0.2	0.3	50.7	3.2	30.8	14.8
2.25–3.25	†	0.3	0.3	78.3	1.6	16.2	3.4
Over 3.25	†	0.3	0.1	84.3	0.2	12.0	3.1

See footnotes at end of table.

Table 7.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the second year, 1996–97—Continued

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of second year (1996–97)						
Delayed postsecondary enrollment							
Did not delay	†	0.2	0.1	76.2	1.3	17.9	4.3
Delayed	†	1.2	1.0	58.4	3.3	19.4	16.7
Gender							
Male	†	0.2	0.3	72.7	1.7	17.8	7.2
Female	†	0.4	0.2	74.0	1.5	18.4	5.5
Race/ethnicity							
White, non-Hispanic	†	0.2	0.2	74.7	1.6	17.6	5.7
Black, non-Hispanic	†	0.3	0.8	67.0	2.1	19.4	10.5
Hispanic	†	#	0.3	67.8	1.1	22.0	8.9
Asian/Pacific Islander	†	#	#	81.3	2.4	14.3	2.1
Dependency status when first enrolled							
Dependent	†	0.3	0.2	74.7	1.4	18.3	5.1
Independent	†	#	0.9	59.6	4.2	15.2	20.1
Dependent family income in 1994							
Less than $25,000	†	0.1	0.3	68.9	2.6	21.0	7.1
$25,000–44,999	†	0.6	0.1	71.0	1.5	19.0	7.9
$45,000–69,999	†	0.3	0.2	76.1	1.0	18.1	4.3
$70,000 or greater	†	0.2	0.2	79.7	1.0	16.3	2.7
Number of risk factors when first enrolled							
None	†	#	0.1	77.3	1.3	17.7	3.6
One	†	1.6	0.9	65.7	2.5	18.6	10.6
Two or more	†	#	0.7	55.1	3.2	20.4	20.6

†Not applicable.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 7.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the third year, 1997–98

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of third year (1997–98)						
Total 4-year institutions	2.3	1.0	0.7	64.7	1.3	21.5	8.5
First institution type and highest offering							
Public 4-year	2.5	0.9	0.7	62.6	1.5	22.3	9.6
Non-doctorate-granting	1.9	1.4	0.9	55.4	1.7	25.4	13.3
Doctorate-granting	2.8	0.6	0.5	66.5	1.4	20.7	7.5
Private not-for-profit 4-year	1.8	1.2	0.5	69.3	1.0	20.1	6.2
Non-doctorate-granting	1.7	1.5	0.5	65.7	0.8	22.5	7.4
Doctorate-granting	2.1	0.5	0.6	75.8	1.3	15.7	4.1
Attendance intensity—first institution spell							
Always full-time	2.5	1.1	0.5	65.7	1.1	21.6	7.7
Mixed	1.5	1.1	1.7	66.5	2.4	18.6	8.3
Always part-time	#	0.6	0.7	26.0	3.0	35.7	34.1
Enrollment continuity at first institution							
Continuously enrolled	2.4	1.1	0.6	64.3	#	23.1	8.6
Not continuously enrolled	1.5	0.8	0.9	68.0	12.0	8.9	8.0
Number of Advanced Placement tests taken							
None	1.7	1.2	0.9	59.9	1.6	24.7	10.0
One	3.4	0.1	0.6	71.6	1.3	17.6	5.3
Two or more	4.5	0.6	0.3	77.5	0.5	13.4	3.2
Grade-point average in high school							
B's or less	0.9	1.3	0.6	52.6	1.5	31.3	11.8
B+ to A-	1.8	0.6	0.2	67.6	1.0	22.0	6.8
Mostly A's	3.7	0.7	0.5	76.8	0.9	14.8	2.7
SAT combined score							
Low quartile (400–700)	1.3	1.4	0.6	49.8	1.3	30.5	15.2
Middle quartiles (710–1020)	1.6	0.8	0.7	63.4	1.3	24.2	8.1
High quartile (1030–1600)	3.6	0.6	0.3	76.3	1.4	14.6	3.2
GPA first year enrolled							
Less than 2.25	0.4	0.6	0.8	41.5	2.7	35.6	18.4
2.25–3.25	2.2	1.2	0.6	69.9	1.1	19.2	5.9
Over 3.25	3.9	1.2	0.6	74.7	0.5	14.9	4.2

See footnotes at end of table.

Table 7.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the third year, 1997–98—Continued

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of third year (1997–98)						
Delayed postsecondary enrollment							
Did not delay	1.0	0.8	0.5	69.0	1.2	21.3	6.3
Delayed	9.6	2.5	1.7	41.3	2.0	22.4	20.6
Gender							
Male	2.7	1.0	0.9	63.2	1.4	21.3	9.6
Female	1.9	1.1	0.5	65.9	1.3	21.7	7.6
Race/ethnicity							
White, non-Hispanic	2.5	0.9	0.6	66.6	1.4	20.6	7.4
Black, non-Hispanic	0.9	0.7	1.2	56.2	1.0	24.6	15.5
Hispanic	2.1	1.6	0.6	56.3	1.4	26.6	11.4
Asian/Pacific Islander	2.5	0.2	0.3	73.6	1.5	16.8	5.1
Dependency status when first enrolled							
Dependent	2.3	0.9	0.6	66.3	1.2	21.7	7.1
Independent	1.9	2.5	2.0	46.3	3.4	17.9	26.1
Dependent family income in 1994							
Less than $25,000	2.1	1.1	0.4	59.5	1.6	25.4	10.0
$25,000–44,999	3.2	1.1	0.5	60.3	1.4	23.3	10.2
$45,000–69,999	1.9	0.7	0.3	69.5	0.7	21.2	5.7
$70,000 or greater	2.2	0.8	0.9	72.0	1.2	18.7	4.2
Number of risk factors when first enrolled							
None	2.2	0.7	0.3	69.4	0.9	21.0	5.6
One	3.1	1.9	1.9	56.0	2.2	22.4	12.5
Two or more	1.8	2.0	1.9	41.1	3.5	23.9	25.9

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 7.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fourth year, 1998–99

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of fourth year (1998–99)						
Total 4-year institutions	33.5	1.1	0.6	30.2	1.2	22.7	10.7
First institution type and highest offering							
Public 4-year	23.6	1.0	0.6	37.4	1.4	23.8	12.1
Non-doctorate-granting	17.9	1.5	0.8	35.0	2.3	26.9	15.5
Doctorate-granting	26.7	0.8	0.5	38.7	1.0	22.0	10.3
Private not-for-profit 4-year	50.8	1.0	0.4	18.3	0.7	21.0	7.9
Non-doctorate-granting	47.1	1.4	0.5	17.7	0.6	23.5	9.3
Doctorate-granting	57.6	0.3	0.3	19.3	0.8	16.4	5.4
Attendance intensity—first institution spell							
Always full-time	37.9	1.0	0.4	27.7	1.1	22.4	9.4
Mixed	15.2	1.7	1.8	45.5	1.4	21.8	12.8
Always part-time	2.3	0.6	0.7	19.8	1.8	37.5	37.2
Enrollment continuity at first institution							
Continuously enrolled	36.1	1.1	0.6	28.0	#	24.2	10.0
Not continuously enrolled	12.6	0.9	0.8	47.6	10.6	11.3	16.4
Number of Advanced Placement tests taken							
None	26.0	1.2	0.9	31.7	1.6	26.2	12.5
One	42.2	0.0	0.4	31.8	0.6	18.3	6.7
Two or more	57.1	0.5	0.1	22.7	0.7	14.1	4.7
Grade-point average in high school							
B's or less	16.4	1.3	0.7	32.5	1.8	33.0	14.3
B+ to A-	31.3	0.6	0.1	34.7	0.7	23.8	8.8
Mostly A's	51.9	0.7	0.4	27.3	0.6	15.4	3.7
SAT combined score							
Low quartile (400–700)	11.9	1.7	0.7	32.6	2.5	32.8	17.9
Middle quartiles (710–1020)	27.8	0.9	0.7	34.1	1.0	25.4	10.2
High quartile (1030–1600)	52.8	0.5	0.1	25.1	1.0	15.4	5.1
GPA first year enrolled							
Less than 2.25	10.4	0.9	1.0	26.3	2.6	37.2	21.7
2.25–3.25	32.9	1.0	0.5	36.8	0.8	20.4	7.6
Over 3.25	52.3	1.3	0.5	24.6	0.5	15.5	5.4

See footnotes at end of table.

Table 7.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fourth year, 1998–99—Continued

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Trans-ferred	Left PSE*
	Institutional retention at end of fourth year (1998–99)						
Delayed postsecondary enrollment							
Did not delay	35.6	0.8	0.4	31.5	0.9	22.6	8.2
Delayed	21.7	2.9	1.9	23.1	2.6	23.2	24.6
Gender							
Male	28.6	1.1	0.8	33.4	1.3	23.1	11.8
Female	37.5	1.1	0.5	27.6	1.1	22.4	9.8
Race/ethnicity							
White, non-Hispanic	37.3	0.9	0.5	29.1	1.2	21.7	9.4
Black, non-Hispanic	17.6	0.8	1.0	33.8	1.7	26.6	18.5
Hispanic	21.5	2.4	1.0	32.9	1.1	27.7	13.4
Asian/Pacific Islander	40.9	#	0.2	31.6	0.2	18.0	9.2
Dependency status when first enrolled							
Dependent	35.3	0.9	0.5	30.4	1.0	22.9	9.0
Independent	12.7	3.0	2.0	27.4	3.3	19.7	31.9
Dependent family income in 1994							
Less than $25,000	23.1	1.4	0.5	34.3	1.1	27.1	12.5
$25,000–44,999	31.4	1.1	0.3	29.2	1.5	24.2	12.4
$45,000–69,999	35.5	0.8	0.4	31.2	1.0	22.9	8.2
$70,000 or greater	45.6	0.5	0.8	28.0	0.7	19.3	5.1
Number of risk factors when first enrolled							
None	38.8	0.7	0.2	30.4	0.7	22.0	7.3
One	21.4	2.1	1.8	32.4	2.9	24.2	15.2
Two or more	10.1	2.4	2.2	25.3	2.8	26.1	31.1

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 7.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fifth year, 1999–2000

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of fifth year (1999–2000)						
Total 4-year institutions	51.4	1.0	0.8	10.7	0.8	23.1	12.3
First institution type and highest offering							
Public 4-year	45.1	1.1	0.9	13.7	0.9	24.3	14.1
Non-doctorate-granting	35.5	1.5	1.2	15.1	1.2	27.8	17.6
Doctorate-granting	50.2	0.8	0.7	13.0	0.8	22.3	12.2
Private not-for-profit 4-year	63.0	0.7	0.3	5.5	0.6	21.1	8.9
Non-doctorate-granting	59.5	1.0	0.4	5.2	0.6	23.5	9.9
Doctorate-granting	69.3	0.1	0.2	6.1	0.6	16.8	7.0
Attendance intensity—first institution spell							
Always full-time	56.1	0.8	0.5	8.7	0.8	22.7	10.5
Mixed	34.7	1.8	2.2	21.0	0.8	22.4	17.2
Always part-time	3.5	0.6	2.1	13.8	1.6	39.3	39.2
Enrollment continuity at first institution							
Continuously enrolled	54.4	1.0	0.7	8.1	#	24.4	11.4
Not continuously enrolled	26.7	0.7	1.3	31.3	7.2	12.8	19.9
Number of Advanced Placement tests taken							
None	44.6	1.0	1.1	11.8	0.8	26.7	14.1
One	61.9	#	0.4	9.2	1.0	18.9	8.5
Two or more	72.4	0.5	#	6.3	0.7	14.2	5.9
Grade-point average in high school							
B's or less	32.9	1.0	0.6	15.4	0.5	33.8	15.9
B+ to A-	52.4	0.4	0.3	11.2	0.6	24.2	10.9
Mostly A's	70.7	0.7	0.5	7.0	0.9	15.6	4.6
SAT combined score							
Low quartile (400–700)	27.1	1.6	1.1	16.5	0.8	33.1	19.8
Middle quartiles (710–1020)	48.5	0.7	0.7	11.5	0.8	25.9	11.8
High quartile (1030–1600)	69.7	0.5	0.2	7.0	0.8	15.5	6.5
GPA first year enrolled							
Less than 2.25	20.8	0.9	1.0	14.9	0.6	37.7	24.2
2.25–3.25	57.2	0.9	0.8	10.6	1.1	20.7	8.9
Over 3.25	68.1	1.2	0.6	7.0	0.7	15.9	6.5

See footnotes at end of table.

Table 7.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fifth year, 1999–2000—Continued

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of fifth year (1999–2000)						
Delayed postsecondary enrollment							
Did not delay	55.0	0.7	0.5	10.5	0.7	22.9	9.8
Delayed	31.5	2.8	2.4	12.0	1.3	23.9	26.1
Gender							
Male	47.6	1.0	0.9	12.5	1.0	23.3	13.7
Female	54.4	1.0	0.7	9.2	0.6	22.9	11.2
Race/ethnicity							
White, non-Hispanic	55.3	0.7	0.6	9.3	0.9	22.1	11.0
Black, non-Hispanic	36.5	1.0	1.0	13.9	0.8	26.6	20.3
Hispanic	36.1	2.2	1.5	15.5	0.6	28.2	15.9
Asian/Pacific Islander	60.5	#	#	10.8	#	18.7	10.0
Dependency status when first enrolled							
Dependent	53.9	0.8	0.6	10.4	0.7	23.2	10.5
Independent	21.2	3.0	3.2	13.7	2.7	20.8	35.5
Dependent family income in 1994							
Less than $25,000	41.4	1.2	0.8	14.7	0.9	27.2	13.8
$25,000–44,999	48.6	0.9	0.2	11.3	0.7	24.8	13.5
$45,000–69,999	55.7	0.8	0.4	9.0	0.7	23.1	10.3
$70,000 or greater	64.1	0.3	0.8	8.3	0.5	19.6	6.5
Number of risk factors when first enrolled							
None	58.1	0.5	0.3	9.6	0.6	22.2	8.7
One	38.8	2.3	1.8	14.0	1.7	24.4	17.0
Two or more	16.9	2.4	3.1	14.1	1.5	28.0	34.1

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 7.6.—**Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the sixth year, 2000–01**

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of sixth year (2000–01)						
Total 4-year institutions	55.3	1.0	0.7	6.8	†	23.2	13.2
First institution type and highest offering							
Public 4-year	50.0	1.1	0.7	8.7	†	24.3	15.2
Non-doctorate-granting	40.3	1.7	1.2	9.9	†	27.9	19.0
Doctorate-granting	55.2	0.7	0.4	8.1	†	22.4	13.2
Private not-for-profit 4-year	65.3	0.5	0.3	3.5	†	21.1	9.3
Non-doctorate-granting	62.0	0.8	0.4	3.2	†	23.5	10.2
Doctorate-granting	71.4	0.1	0.2	3.9	†	16.8	7.6
Attendance intensity—first institution spell							
Always full-time	59.8	0.8	0.4	5.0	†	22.8	11.3
Mixed	40.7	1.7	1.8	15.0	†	22.4	18.5
Always part-time	3.5	0.9	2.1	14.8	†	39.3	39.5
Enrollment continuity at first institution							
Continuously enrolled	58.3	1.0	0.6	3.9	†	24.4	11.9
Not continuously enrolled	31.2	1.1	1.4	29.9	†	12.8	23.7
Number of Advanced Placement tests taken							
None	49.0	1.0	0.9	7.4	†	26.7	15.1
One	64.8	#	0.5	6.8	†	18.9	9.0
Two or more	74.8	0.6	#	4.4	†	14.2	6.1
Grade-point average in high school							
B's or less	38.2	1.0	0.6	9.0	†	33.8	17.5
B+ to A-	56.9	0.3	0.1	6.6	†	24.2	11.9
Mostly A's	73.8	0.7	0.4	4.8	†	15.6	4.8
SAT combined score							
Low quartile (400–700)	32.9	1.7	0.6	9.9	†	33.1	21.7
Middle quartiles (710–1020)	53.2	0.6	0.7	7.2	†	26.0	12.4
High quartile (1030–1600)	72.0	0.5	0.2	4.7	†	15.5	7.2
GPA first year enrolled							
Less than 2.25	25.4	0.9	1.0	8.9	†	37.7	26.1
2.25–3.25	61.3	0.9	0.6	6.9	†	20.8	9.6
Over 3.25	71.3	1.1	0.5	4.6	†	15.9	6.7

See footnotes at end of table.

Table 7.6.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status at the first institution attended at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the sixth year, 2000–01—Continued

	Highest degree attained at first institution			No degree at first institution			
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Transferred	Left PSE*
	Institutional retention at end of sixth year (2000–01)						
Delayed postsecondary enrollment							
Did not delay	59.2	0.6	0.4	6.3	†	23.0	10.5
Delayed	34.2	2.8	2.4	9.3	†	23.9	27.4
Gender							
Male	52.0	1.0	0.8	8.1	†	23.4	14.7
Female	58.0	1.0	0.6	5.7	†	22.9	11.9
Race/ethnicity							
White, non-Hispanic	59.0	0.7	0.7	5.8	†	22.1	11.8
Black, non-Hispanic	40.9	1.0	0.9	8.9	†	26.6	21.6
Hispanic	41.3	2.2	1.0	10.8	†	28.2	16.6
Asian/Pacific Islander	63.8	#	#	6.8	†	18.7	10.7
Dependency status when first enrolled							
Dependent	57.9	0.8	0.5	6.3	†	23.2	11.3
Independent	23.9	3.0	3.2	13.2	†	20.8	35.9
Dependent family income in 1994							
Less than $25,000	46.8	1.3	0.6	9.6	†	27.2	14.6
$25,000–44,999	52.3	0.9	0.2	6.8	†	24.9	14.9
$45,000–69,999	59.7	0.7	0.4	5.2	†	23.1	11.0
$70,000 or greater	67.5	0.4	0.6	4.8	†	19.7	7.1
Number of risk factors when first enrolled							
None	62.3	0.5	0.2	5.4	†	22.2	9.4
One	42.6	2.3	1.4	11.2	†	24.6	18.0
Two or more	19.2	2.5	3.1	11.8	†	28.0	35.4

†Not applicable.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 8: Student Persistence and Attainment Anywhere at the End of Each Year (Beginners at 4-Year Institutions)

The tables in section 8 show the persistence and attainment of 1995–96 beginning students who had a bachelor's degree goal (90 percent of the beginners at 4-year institutions) at any postsecondary institutions they attended in the six years under study. The section contains six separate tables that show the percentage distribution of the beginners by their attainment or enrollment status at any institution at the end of each academic year from 1995–96 to 2000–2001. These tables are comparable to the tables in section 7, which show retention and attainment of the same students at the first institution attended. The difference is that the categories used in the tables in this section include what happened to the students who were classified as transfers in section 7.

At the end of each of the six academic years, the tables in section 8 show the cumulative percentage who had attained any degrees (by highest type of degree) at any institution, and the cumulative percentage who had left postsecondary education and were never again enrolled anywhere by June 2001. The tables also show the percentage of stopouts who were not enrolled at any time during that academic year, but returned in a following year and enrolled at some postsecondary institution. The stopout percentages are not cumulative, because in a future year the stopouts will again be classified as enrolled or as having attained a degree. Stopouts who were not enrolled at all during the year represented 2 to 4 percent of the students in the second through fifth academic years. Since the survey period stopped in June 2001, the percentage of stopouts in the last year cannot be known (since we do not know who might return in some future year), and they are included with those who left postsecondary education (permanently, as far as we know). This means that the true rate of permanent attrition (without a degree) from postsecondary education will always be somewhat lower than that measured at any particular point in time.

The percentage of students still enrolled in postsecondary education without a degree at the end of each year is the residual after classifying all those who had attained degrees in that year and prior years, all those who had left postsecondary education permanently in that year and prior years, and those who were stopouts and not enrolled at all that year.

The yearly percentage distributions from the tables in section 8 are equivalent to those shown in figure 3 in the text of the report.

Student Persistence Anywhere

Table 8.1: At the end of the first year (1995–96)

- By the end of the first academic year that they were enrolled, 97 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution were still enrolled in postsecondary education.
- Just 3 percent of the beginners had left postsecondary education permanently by the end of the first year and never enrolled anywhere in the subsequent five years. Among the students who were always enrolled part time in the first year, 41 percent had left postsecondary education by the end of the first year.

Table 8.2: At the end of the second year (1996–97)

- By the end of the second academic year, 89 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution were still enrolled in postsecondary education. Another 4 percent were stopouts who were not enrolled at all in the second year, but returned in a subsequent year.
- Among the students who were not always continuously enrolled during the six years (that is, had a stopout period of more than 4 months at some time), 18 percent stopped out in the second year and were not enrolled anywhere in 1996–97.
- By the end of the second year, 6 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution had left postsecondary education permanently (including the 3 percent who had left by the end of the first year). However, among those who started as financially independent students, one-fifth (20 percent) had left postsecondary education by the end of the second year.

Table 8.3: At the end of the third year (1997–98)

- By the end of the third academic year, 82 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution were still enrolled in postsecondary education, and a small percentage had attained some degree.
- By the end of the third year, 10 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution had left postsecondary education permanently (including the 6 percent who had left by the end of the second year). Another 3 percent were stopouts who were not enrolled at all in the third year, but returned in a subsequent year.

- Among beginning students who were always enrolled part time, about one-half (54 percent) had left postsecondary education without a degree by the end of the third year.

Table 8.4: At the end of the fourth year (1998–99)

- By the end of the fourth academic year, 36 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution had completed a bachelor's degree, 43 percent were still enrolled in postsecondary education without a degree, and 13 percent had left postsecondary education.
- Among the beginners who had a GPA of less than 2.25 at the end of the first year, and among those who had started with a combined SAT score in the lowest quartile (400–700), about one-fourth (27 and 24 percent, respectively) had left postsecondary education without a degree by the end of the fourth year after they had started.

Table 8.5: At the end of the fifth year (1999–2000)

- By the end of the fifth academic year, 57 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution had completed a bachelor's degree, 19 percent were still enrolled in postsecondary education without a degree, and 17 percent had left postsecondary education.

Table 8.6: At the end of the sixth year (2000–01)

- By the end of the sixth academic year, 63 percent of the 1995–96 beginning students with a bachelor's degree goal who had started at a 4-year institution had completed a bachelor's degree, 14 percent were still enrolled in postsecondary education without a degree, and 18 percent had left postsecondary education. Students who may have stopped out in this last year cannot be identified until they return in some future year, and they are included in the percentage that had left postsecondary education.

Table 8.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the first year, 1995–96

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of first year (1995–96)					
Total 4-year institutions	†	†	0.1	96.7	†	3.2
First institution type and highest offering						
Public 4-year	†	†	0.1	96.3	†	3.6
Non-doctorate-granting	†	†	#	94.0	†	6.0
Doctorate-granting	†	†	0.2	97.5	†	2.3
Private not-for-profit 4-year	†	†	#	97.8	†	2.2
Non-doctorate-granting	†	†	#	97.2	†	2.8
Doctorate-granting	†	†	#	98.8	†	1.1
Attendance intensity through 2001						
Always full-time	†	†	#	96.5	†	3.5
Mixed	†	†	0.1	99.1	†	0.8
Always part-time	†	†	1.8	56.7	†	41.4
Enrollment continuity through 2001						
Continuously enrolled	†	†	#	96.0	†	4.0
Not continuously enrolled	†	†	0.3	99.7	†	#
Number of Advanced Placement tests taken						
None	†	†	0.1	96.0	†	3.9
One	†	†	#	98.9	†	1.1
Two or more	†	†	#	99.3	†	0.7
Grade-point average in high school						
B's or less	†	†	0.2	96.1	†	3.7
B+ to A-	†	†	#	98.5	†	1.5
Mostly A's	†	†	0.1	99.1	†	0.8
SAT combined score						
Low quartile (400–700)	†	†	#	93.9	†	6.1
Middle quartiles (710–1020)	†	†	0.1	97.1	†	2.8
High quartile (1030–1600)	†	†	#	99.5	†	0.5
GPA first year enrolled						
Less than 2.25	†	†	0.2	91.4	†	8.4
2.25–3.25	†	†	#	98.5	†	1.5
Over 3.25	†	†	0.1	98.6	†	1.3
Delayed postsecondary enrollment						
Did not delay	†	†	0.1	98.1	†	1.9
Delayed	†	†	0.2	89.7	†	10.1

See footnotes at end of table.

Table 8.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the first year, 1995–96—Continued

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
			Student persistence at end of first year (1995–96)			
Gender						
Male	†	†	0.1	96.3	†	3.7
Female	†	†	0.1	97.1	†	2.8
Race/ethnicity						
White, non-Hispanic	†	†	#	96.9	†	3.1
Black, non-Hispanic	†	†	0.4	95.4	†	4.2
Hispanic	†	†	0.2	95.6	†	4.1
Asian/Pacific Islander	†	†	#	99.1	†	0.9
Dependency status when first enrolled						
Dependent	†	†	0.1	97.6	†	2.3
Independent	†	†	0.4	85.8	†	13.7
Dependent family income in 1994						
Less than $25,000	†	†	#	96.6	†	3.4
$25,000–44,999	†	†	#	96.0	†	4.0
$45,000–69,999	†	†	0.1	98.3	†	1.7
$70,000 or greater	†	†	0.1	98.8	†	1.1
Number of risk factors when first enrolled						
None	†	†	#	98.4	†	1.5
One	†	†	0.2	94.4	†	5.4
Two or more	†	†	0.3	86.8	†	12.8

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 8.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the second year, 1996–97

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
Student persistence at end of second year (1996–97)						
Total 4-year institutions	†	0.4	0.4	89.2	3.6	6.4
First institution type and highest offering						
Public 4-year	†	0.5	0.4	87.5	4.5	7.1
Non-doctorate-granting	†	0.8	0.6	82.6	5.6	10.5
Doctorate-granting	†	0.3	0.3	90.1	3.9	5.3
Private not-for-profit 4-year	†	0.3	0.3	92.6	2.1	4.7
Non-doctorate-granting	†	0.4	0.4	91.6	2.0	5.7
Doctorate-granting	†	0.1	0.2	94.5	2.4	2.7
Attendance intensity through 2001						
Always full-time	†	0.5	0.3	89.6	2.6	7.1
Mixed	†	0.3	0.5	90.5	5.7	3.1
Always part-time	†	#	4.8	44.3	3.5	47.5
Enrollment continuity through 2001						
Continuously enrolled	†	0.4	0.4	91.7	†	7.5
Not continuously enrolled	†	0.5	0.5	79.4	17.7	1.9
Number of Advanced Placement tests taken						
None	†	0.5	0.6	86.9	4.6	7.5
One	†	#	0.3	93.7	2.5	3.5
Two or more	†	0.5	#	96.0	1.2	2.4
Grade-point average in high school						
B's or less	†	0.7	0.4	85.5	5.4	8.1
B+ to A-	†	0.3	0.2	91.6	3.7	4.2
Mostly A's	†	0.5	0.2	95.7	1.4	2.3
SAT combined score						
Low quartile (400–700)	†	0.5	0.7	80.1	5.8	12.9
Middle quartiles (710–1020)	†	0.2	0.2	89.9	3.9	5.8
High quartile (1030–1600)	†	0.6	0.2	94.8	2.4	2.0
GPA first year enrolled						
Less than 2.25	†	0.3	0.7	75.1	8.4	15.5
2.25–3.25	†	0.4	0.3	93.2	2.8	3.4
Over 3.25	†	0.6	0.1	94.8	1.3	3.1
Delayed postsecondary enrollment						
Did not delay	†	0.3	0.3	92.1	2.9	4.5
Delayed	†	1.3	1.2	73.3	7.6	16.6

See footnotes at end of table.

Table 8.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the second year, 1996–97—Continued

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of second year (1996–97)					
Gender						
Male	†	0.3	0.5	87.9	4.2	7.2
Female	†	0.6	0.4	90.2	3.2	5.7
Race/ethnicity						
White, non-Hispanic	†	0.4	0.3	89.8	3.7	5.8
Black, non-Hispanic	†	0.3	1.3	85.3	2.9	10.1
Hispanic	†	#	0.3	86.1	4.1	9.5
Asian/Pacific Islander	†	#	#	94.0	3.8	2.2
Dependency status when first enrolled						
Dependent	†	0.4	0.3	90.7	3.3	5.3
Independent	†	#	1.4	71.7	7.4	19.5
Dependent family income in 1994						
Less than $25,000	†	0.3	0.5	87.0	4.7	7.5
$25,000–44,999	†	0.6	0.3	86.9	4.5	7.8
$45,000–69,999	†	0.5	0.4	92.5	2.2	4.4
$70,000 or greater	†	0.3	0.2	94.2	2.4	2.9
Number of risk factors when first enrolled						
None	†	0.2	0.2	93.2	2.7	3.9
One	†	1.7	1.0	81.1	5.5	10.6
Two or more	†	#	1.5	70.6	8.1	19.8

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 8.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the third year, 1997–98

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of third year (1997–98)					
Total 4-year institutions	2.4	1.6	1.2	81.8	2.9	10.1
First institution type and highest offering						
Public 4-year	2.7	1.5	1.3	80.5	3.0	11.2
Non-doctorate-granting	1.9	2.3	1.5	75.5	3.6	15.3
Doctorate-granting	3.1	1.0	1.1	83.2	2.7	8.9
Private not-for-profit 4-year	1.9	1.6	0.9	85.2	2.5	7.8
Non-doctorate-granting	1.8	2.1	0.9	83.0	2.7	9.6
Doctorate-granting	2.2	0.7	1.0	89.2	2.2	4.7
Attendance intensity through 2001						
Always full-time	2.8	1.6	0.8	82.9	1.5	10.4
Mixed	1.7	1.6	1.9	82.2	5.2	7.5
Always part-time	#	1.1	5.7	31.2	8.5	53.5
Enrollment continuity through 2001						
Continuously enrolled	2.8	1.7	1.0	83.7	†	10.8
Not continuously enrolled	0.7	1.2	2.1	74.8	13.9	7.3
Number of Advanced Placement tests taken						
None	1.8	1.8	1.5	79.5	3.6	11.9
One	3.6	0.8	1.0	86.1	3.0	5.5
Two or more	4.8	0.8	0.6	87.8	0.8	5.3
Grade-point average in high school						
B's or less	0.9	2.2	1.2	77.4	4.1	14.3
B+ to A-	1.8	1.3	0.7	84.9	2.7	8.5
Mostly A's	4.1	1.1	0.6	89.8	1.2	3.3
SAT combined score						
Low quartile (400–700)	1.3	1.8	1.7	73.2	3.1	19.0
Middle quartiles (710–1020)	1.7	1.6	1.0	83.0	3.1	9.6
High quartile (1030–1600)	3.9	0.9	0.6	88.0	2.2	4.4
GPA first year enrolled						
Less than 2.25	0.4	1.5	2.5	67.6	6.4	21.7
2.25–3.25	2.3	1.7	0.8	86.2	1.8	7.2
Over 3.25	4.3	1.6	0.7	86.6	1.7	5.2
Delayed postsecondary enrollment						
Did not delay	1.1	1.4	1.0	86.4	2.5	7.7
Delayed	9.8	2.9	2.3	56.9	5.0	23.1

See footnotes at end of table.

Table 8.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the third year, 1997–98—Continued

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of third year (1997–98)					
Gender						
Male	2.7	1.6	1.4	79.9	3.4	11.2
Female	2.2	1.6	1.1	83.5	2.4	9.2
Race/ethnicity						
White, non-Hispanic	2.6	1.6	0.9	82.9	2.9	9.1
Black, non-Hispanic	1.1	1.0	2.8	75.1	3.8	16.2
Hispanic	2.5	1.8	1.5	78.7	2.2	13.4
Asian/Pacific Islander	2.5	0.5	0.6	87.7	1.5	7.2
Dependency status when first enrolled						
Dependent	2.5	1.5	1.0	84.0	2.5	8.6
Independent	1.9	3.0	3.7	56.3	8.1	27.0
Dependent family income in 1994						
Less than $25,000	2.1	1.6	1.4	80.2	2.9	11.8
$25,000–44,999	3.3	1.3	1.0	79.8	2.7	11.8
$45,000–69,999	2.0	1.3	0.7	86.1	2.6	7.2
$70,000 or greater	2.6	1.6	1.1	87.3	1.9	5.6
Number of risk factors when first enrolled						
None	2.3	1.3	0.7	86.5	2.1	7.1
One	3.4	2.3	2.6	73.5	4.1	14.2
Two or more	1.8	2.4	3.6	57.3	7.7	27.2

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 8.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fourth year, 1998–99

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
Students persistence at end of fourth year (1998–99)						
Total 4-year institutions	35.8	2.1	1.4	43.4	4.1	13.3
First institution type and highest offering						
Public 4-year	25.5	2.2	1.3	51.7	4.5	14.6
Non-doctorate-granting	20.2	2.7	1.6	51.6	4.8	19.2
Doctorate-granting	28.5	2.0	1.2	51.8	4.4	12.1
Private not-for-profit 4-year	53.9	1.7	1.1	29.5	3.3	10.7
Non-doctorate-granting	49.7	2.1	1.3	30.1	3.9	13.0
Doctorate-granting	61.4	0.9	0.8	28.3	2.1	6.5
Attendance intensity through 2001						
Always full-time	44.1	1.9	0.9	37.9	2.4	12.8
Mixed	21.1	2.6	2.0	55.0	7.3	12.0
Always part-time	#	1.1	7.0	25.5	5.6	60.8
Enrollment continuity through 2001						
Continuously enrolled	43.2	1.8	1.1	40.9	†	13.1
Not continuously enrolled	6.9	3.3	2.6	53.1	20.0	14.1
Number of Advanced Placement tests taken						
None	28.0	2.2	1.7	47.1	5.2	15.8
One	44.7	1.2	0.8	42.7	3.1	7.6
Two or more	60.6	1.0	0.3	29.4	2.0	6.7
Grade-point average in high school						
B's or less	18.1	3.1	1.6	53.7	5.5	18.0
B+ to A-	34.2	2.0	0.8	48.0	3.3	11.7
Mostly A's	54.8	1.1	0.6	36.0	2.8	4.7
SAT combined score						
Low quartile (400–700)	13.0	3.0	2.3	51.0	7.0	23.8
Middle quartiles (710–1020)	29.9	2.4	1.3	49.7	4.0	12.7
High quartile (1030–1600)	56.2	0.8	0.3	33.2	2.9	6.6
GPA first year enrolled						
Less than 2.25	10.7	3.2	3.3	46.7	8.9	27.3
2.25–3.25	35.4	1.7	0.9	49.6	3.0	9.5
Over 3.25	55.7	1.9	0.5	33.2	1.8	6.9
Delayed postsecondary enrollment						
Did not delay	38.3	1.8	1.1	44.8	3.5	10.6
Delayed	22.4	3.9	3.0	35.2	7.6	28.0

See footnotes at end of table.

Table 8.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fourth year, 1998–99—Continued

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Students persistence at end of fourth year (1998–99)					
Gender						
Male	30.1	2.0	1.4	47.3	4.7	14.6
Female	40.5	2.2	1.4	40.1	3.6	12.2
Race/ethnicity						
White, non-Hispanic	39.8	2.0	1.1	41.5	3.6	12.1
Black, non-Hispanic	18.8	1.7	3.2	48.6	7.6	20.1
Hispanic	23.5	3.8	2.1	48.7	5.4	16.6
Asian/Pacific Islander	42.5	0.5	0.4	43.5	1.6	11.6
Dependency status when first enrolled						
Dependent	37.7	2.0	1.1	43.9	3.7	11.6
Independent	13.2	3.4	4.7	35.9	9.5	33.3
Dependent family income in 1994						
Less than $25,000	25.1	2.6	1.6	49.3	5.9	15.6
$25,000–44,999	33.1	2.3	1.1	43.2	4.6	15.8
$45,000–69,999	37.5	1.9	0.7	46.3	3.3	10.4
$70,000 or greater	49.4	1.4	1.2	38.9	2.1	7.1
Number of risk factors when first enrolled						
None	41.3	1.8	0.8	43.4	2.9	9.8
One	23.8	2.9	2.8	44.6	8.0	17.9
Two or more	10.3	2.8	4.4	41.0	8.3	33.1

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 8.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fifth year, 1999–2000

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of fifth year (1999–2000)					
Total 4-year institutions	57.1	2.5	1.9	19.4	2.4	16.6
First institution type and highest offering						
Public 4-year	50.6	2.9	2.0	23.4	2.7	18.4
Non-doctorate-granting	42.3	3.3	2.7	26.0	2.6	23.1
Doctorate-granting	55.0	2.6	1.7	22.0	2.8	15.9
Private not-for-profit 4-year	69.4	1.9	1.2	12.5	2.0	13.1
Non-doctorate-granting	65.7	2.2	1.3	12.9	2.4	15.6
Doctorate-granting	76.1	1.2	0.9	12.0	1.2	8.7
Attendance intensity through 2001						
Always full-time	67.4	1.9	1.1	13.3	1.3	14.9
Mixed	39.5	3.8	3.2	31.4	4.6	17.5
Always part-time	#	1.1	9.5	20.1	3.6	65.8
Enrollment continuity through 2001						
Continuously enrolled	67.6	1.8	1.3	13.9	†	15.4
Not continuously enrolled	16.5	5.4	4.3	40.8	11.9	21.1
Number of Advanced Placement tests taken						
None	50.1	2.6	2.5	22.3	3.0	19.4
One	67.6	2.0	1.2	16.3	2.3	10.6
Two or more	78.9	1.0	0.2	10.0	1.0	8.9
Grade-point average in high school						
B's or less	38.0	3.8	2.0	30.4	3.1	22.8
B+ to A-	59.2	1.9	1.6	19.2	2.9	15.2
Mostly A's	77.5	1.8	0.8	11.9	1.5	6.6
SAT combined score						
Low quartile (400–700)	29.9	3.4	3.3	30.5	4.5	28.3
Middle quartiles (710–1020)	54.9	3.2	1.9	21.2	2.7	16.1
High quartile (1030–1600)	76.2	0.8	0.4	12.0	1.4	9.2
GPA first year enrolled						
Less than 2.25	24.0	4.7	3.6	29.3	4.8	33.5
2.25–3.25	63.8	2.1	1.7	18.2	2.0	12.3
Over 3.25	75.2	1.7	0.9	12.2	1.5	8.6
Delayed postsecondary enrollment						
Did not delay	61.5	2.2	1.5	18.8	2.2	13.9
Delayed	33.0	4.5	4.4	23.2	3.8	31.1

See footnotes at end of table.

Table 8.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the fifth year, 1999–2000—Continued

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of fifth year (1999–2000)					
Gender						
Male	52.5	2.3	1.7	22.0	2.6	18.9
Female	60.9	2.8	2.1	17.3	2.3	14.6
Race/ethnicity						
White, non-Hispanic	61.5	2.4	1.6	17.5	2.0	15.1
Black, non-Hispanic	39.6	2.4	3.6	25.4	4.5	24.5
Hispanic	41.0	4.2	2.8	26.0	4.3	21.7
Asian/Pacific Islander	66.6	0.9	0.2	18.1	0.4	13.9
Dependency status when first enrolled						
Dependent	60.1	2.4	1.5	19.1	2.3	14.7
Independent	21.9	3.9	7.9	22.9	4.8	38.6
Dependent family income in 1994						
Less than $25,000	46.4	2.8	2.3	26.2	3.4	19.0
$25,000–44,999	53.9	2.8	1.2	19.8	3.0	19.3
$45,000–69,999	61.9	2.8	0.9	18.2	2.2	13.9
$70,000 or greater	71.7	1.5	1.6	14.7	1.1	9.4
Number of risk factors when first enrolled						
None	64.8	2.1	1.0	17.6	1.8	12.8
One	43.4	4.3	3.0	22.2	5.4	21.7
Two or more	17.6	3.1	7.8	29.8	3.5	38.3

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 8.6.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the sixth year, 2000–01

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of sixth year (2000–01)					
Total 4-year institutions	62.7	2.7	2.1	14.2	†	18.3
First institution type and highest offering						
Public 4-year	57.3	3.0	2.2	17.2	†	20.3
Non-doctorate-granting	48.9	3.7	3.4	18.9	†	25.2
Doctorate-granting	61.8	2.7	1.6	16.3	†	17.6
Private not-for-profit 4-year	73.0	1.8	1.3	9.2	†	14.7
Non-doctorate-granting	69.6	2.1	1.5	9.7	†	17.2
Doctorate-granting	79.3	1.3	1.1	8.3	†	10.1
Attendance intensity through 2001						
Always full-time	72.8	2.0	1.1	8.1	†	16.0
Mixed	45.7	4.0	3.7	26.0	†	20.6
Always part-time	#	1.1	9.5	21.8	†	67.6
Enrollment continuity through 2001						
Continuously enrolled	73.6	1.8	1.3	7.2	†	16.2
Not continuously enrolled	20.4	6.2	5.2	41.6	†	26.5
Number of Advanced Placement tests taken						
None	56.3	3.0	2.8	16.4	†	21.5
One	72.1	1.5	1.2	13.7	†	11.6
Two or more	82.3	1.1	0.2	6.6	†	9.8
Grade-point average in high school						
B's or less	45.5	4.0	2.4	21.1	†	27.0
B+ to A-	65.2	2.3	1.6	13.9	†	17.0
Mostly A's	82.0	1.5	0.6	8.7	†	7.2
SAT combined score						
Low quartile (400–700)	37.4	3.7	3.6	23.1	†	32.2
Middle quartiles (710–1020)	61.6	3.3	2.1	15.2	†	17.8
High quartile (1030–1600)	79.6	0.8	0.4	8.9	†	10.4
GPA first year enrolled						
Less than 2.25	30.3	4.7	4.3	23.6	†	37.1
2.25–3.25	69.6	2.1	1.8	12.6	†	13.8
Over 3.25	79.7	1.8	0.7	8.4	†	9.4
Delayed postsecondary enrollment						
Did not delay	67.4	2.2	1.5	13.3	†	15.6
Delayed	36.8	5.4	5.2	19.5	†	33.0

See footnotes at end of table.

Table 8.6.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to the highest degree attained or enrollment status anywhere at the end of each academic year (cumulative), by first type of 4-year institution and student characteristics: End of the sixth year, 2000–01—Continued

	Highest degree attained anywhere			No degree anywhere		
	Bachelor's degree	Associate's degree	Certificate	Still enrolled	Stopout this year	Left PSE*
	Student persistence at end of sixth year (2000–01)					
Gender						
Male	58.7	2.2	2.0	16.1	†	21.0
Female	66.0	3.1	2.2	12.7	†	16.1
Race/ethnicity						
White, non-Hispanic	66.8	2.5	1.8	12.2	†	16.7
Black, non-Hispanic	45.7	2.8	4.2	20.2	†	27.1
Hispanic	47.3	5.0	2.8	21.0	†	23.9
Asian/Pacific Islander	70.5	1.2	0.2	13.6	†	14.6
Dependency status when first enrolled						
Dependent	65.8	2.5	1.6	13.6	†	16.5
Independent	25.3	4.3	8.6	22.1	†	39.7
Dependent family income in 1994						
Less than $25,000	53.7	3.6	2.6	19.1	†	21.1
$25,000–44,999	59.1	2.7	1.5	15.1	†	21.6
$45,000–69,999	67.6	2.8	1.0	12.7	†	15.9
$70,000 or greater	76.6	1.4	1.6	9.8	†	10.6
Number of risk factors when first enrolled						
None	70.6	2.0	1.1	11.9	†	14.4
One	49.0	4.3	3.0	19.8	†	23.9
Two or more	20.9	5.0	9.1	24.7	†	40.4

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Detail may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 9: Persistence Track Status at the End of Each Academic Year (Beginners at 4-Year Institutions)

The persistence track concept was developed by Carroll as a tool for analyzing the persistence path of beginners with bachelor's degree goals starting at 4-year institutions (Carroll 1989). Students are classified as staying on the persistence track of progress towards a bachelor's degree as long as they remain continuously enrolled at 4-year institutions during each academic year. This includes students who transfer from one 4-year institution to another without a break in enrollment continuity. They are classified as leaving the persistence track once they start a stopout period (defined in this study as a break in enrollment continuity of more than 4 months), transfer downward to a less-than-4-year institution, or leave postsecondary education entirely before completing a bachelor's degree. In these tables it is also assumed that if a student with a bachelor's degree goal attains a sub-baccalaureate degree (certificate or associate's degree), the student has left the persistence track.

The tables in section 9 show the status of beginning students with a bachelor's degree goal who started at a 4-year institution on the persistence track at the end of each academic year. The tables show the percentage of all beginning students who are still "on track" (enrolled continuously at 4-year institutions) each year or complete a bachelor's degree in a given year. Then they show the percentage who left the persistence track that year because they started a stopout period, transferred to a less-than-4-year institution, attained a sub-baccalaureate degree, or left postsecondary education entirely. Those who stopped out and then transferred are classified as delayed transfers (rather than stopouts). In order to maintain a percentage distribution that includes all of the beginners each year, the percentage who had left the persistence track in prior years and the percentage who had attained bachelor's degrees in prior years are cumulated on each table.

The percentages may also be interpreted as representing the persistence track status of 1,000 beginners (100.0 percent of the initial cohort) at the end of each academic year. For example, at the end of the first year, 857 (85.7 percent) of 1,000 beginners were still on the persistence track (table 9.1). At the end of the second year, 760 (76.0 percent of the total) were still on the persistence track (table 9.2). The conditional persistence rate between the first and the second year may be estimated by calculating 760/857=88.7 percent. At the end of the third year, 674 of the initial 1,000 were still on the persistence track and 23 attained a bachelor's degree that year (table 9.3). Combining the latter, the conditional persistence rate between the second and third years may be estimated as (674+23)/760=91.7 percent.

Tables 9.1 through 9.6 show the persistence track status of the students at the end of each of the six academic years. Table 9.7 displays the percentage of students who stayed on the persistence track and the cumulative percentage of students who experienced the four types of departure from the persistence track as of June 2001. By interpreting the percentages as representing 1,000 beginning students, table 9.7 shows that of the original 1,000 beginners, 578 were continuously enrolled at 4-year institutions and completed a bachelor's degree by June 2001 (the 45 who attained in the sixth year plus the 533 who had attained in prior years as shown in table 9.6), and 52 had been enrolled continuously but had not yet completed a bachelor's degree. Of the original 1,000 beginners, 369 had left the persistence track towards a bachelor's degree: 127 had transferred to a less-than-4-year institution, 110 had stopped out for more than 4 months, 19 had attained sub-baccalaureate degrees, and 113 had left postsecondary education without completing any degree.

Table 9.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of first year, 1995–96

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
				End of first year (1995–96)				
Total 4-year institutions	85.7	†	0.1	6.3	4.8	3.2	†	†
First institution type and highest offering								
Public 4-year	83.7	†	0.1	6.8	5.8	3.6	†	†
Non-doctorate-granting	79.1	†	#	8.3	6.5	6.0	†	†
Doctorate-granting	86.1	†	0.2	6.0	5.4	2.3	†	†
Private not-for-profit 4-year	89.6	†	#	5.4	2.8	2.2	†	†
Non-doctorate-granting	88.2	†	#	6.1	2.9	2.8	†	†
Doctorate-granting	92.1	†	#	4.1	2.7	1.1	†	†
Attendance intensity—first institution spell								
Always full-time	86.5	†	0.1	6.3	4.4	2.8	†	†
Mixed	92.2	†	#	3.9	2.3	1.7	†	†
Always part-time	24.6	†	1.0	21.7	29.5	23.2	†	†
Attendance intensity through 2001								
Always full-time	89.4	†	#	3.9	3.2	3.5	†	†
Mixed	81.0	†	0.1	11.0	7.1	0.8	†	†
Always part-time	28.0	†	1.8	8.1	20.7	41.4	†	†
Enrollment continuity through 2001								
Continuously enrolled	93.8	†	#	2.1	†	4.0	†	†
Not continuously enrolled	53.9	†	0.2	22.7	23.3	#	†	†

See footnotes at end of table.

Table 9.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of first year, 1995–96—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of first year (1995–96)				
Number of Advanced Placement tests taken								
None	82.6	†	0.1	7.9	5.5	3.9	†	†
One	90.1	†	#	3.9	4.9	1.1	†	†
More than one	94.4	†	#	1.8	3.1	0.7	†	†
Grade-point average in high school								
B's or less	79.8	†	0.1	10.4	6.0	3.7	†	†
B+ to A-	88.0	†	#	6.0	4.5	1.5	†	†
Mostly A's	93.2	†	0.1	3.2	2.7	0.8	†	†
SAT combined score								
Low quartile (400–700)	75.8	†	#	10.5	7.6	6.1	†	†
Middle quartiles (710–1020)	84.9	†	0.1	7.6	4.6	2.8	†	†
High quartile (1030–1600)	93.0	†	#	2.8	3.6	0.5	†	†
GPA first year enrolled								
Less than 2.25	67.0	†	0.2	15.8	8.6	8.4	†	†
2.25–3.25	90.6	†	#	3.8	4.1	1.5	†	†
Over 3.25	93.3	†	0.1	3.0	2.4	1.3	†	†
Delayed postsecondary enrollment								
Did not delay	88.5	†	0.1	5.9	3.7	1.9	†	†
Delayed	70.1	†	0.2	8.8	10.8	10.1	†	†

See footnotes at end of table.

Table 9.1.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of first year, 1995–96—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of first year (1995–96)				
Gender								
Male	84.2	†	#	7.0	5.1	3.7	†	†
Female	86.9	†	0.1	5.7	4.5	2.8	†	†
Race/ethnicity								
White, non-Hispanic	86.1	†	#	6.0	4.8	3.1	†	†
Black, non-Hispanic	82.3	†	0.4	7.8	5.3	4.2	†	†
Hispanic	83.0	†	0.2	9.3	3.4	4.1	†	†
Asian/Pacific Islander	88.4	†	#	4.2	6.6	0.9	†	†
Dependent family income in 1994								
Less than $25,000	82.2	†	#	8.1	6.4	3.4	†	†
$25,000–44,999	83.2	†	#	6.9	5.9	4.0	†	†
$45,000–69,999	88.9	†	0.1	5.8	3.6	1.7	†	†
$70,000 or greater	91.9	†	0.1	4.6	2.4	1.1	†	†
Number of risk factors when first enrolled								
None	89.7	†	#	5.6	3.2	1.5	†	†
One	79.3	†	0.2	6.9	8.2	5.4	†	†
Two or more	64.0	†	0.3	10.7	12.1	12.8	†	†

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 9.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of second year, 1996–97

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of second year (1996–97)				
Total 4-year institutions	76.0	†	0.4	3.8	2.8	2.7	14.3	†
First institution type and highest offering								
Public 4-year	73.6	†	0.4	4.0	2.8	2.9	16.3	†
Non-doctorate-granting	68.6	†	0.8	3.9	2.3	3.5	20.9	†
Doctorate-granting	76.3	†	0.2	4.0	3.1	2.5	13.9	†
Private not-for-profit 4-year	81.0	†	0.4	3.3	2.7	2.1	10.4	†
Non-doctorate-granting	78.6	†	0.6	3.7	2.9	2.5	11.8	†
Doctorate-granting	85.4	†	0.1	2.7	2.4	1.5	7.9	†
Attendance intensity—first institution spell								
Always full-time	77.8	†	0.5	3.4	2.4	2.5	13.5	†
Mixed	77.0	†	0.2	5.8	5.3	3.8	7.9	†
Always part-time	15.6	†	#	4.5	2.1	2.4	75.4	†
Attendance intensity through 2001								
Always full-time	81.7	†	0.5	2.1	2.0	3.0	10.6	†
Mixed	67.3	†	0.2	7.2	4.4	1.8	19.0	†
Always part-time	19.5	†	#	2.8	1.3	4.3	72.0	†
Enrollment continuity through 2001								
Continuously enrolled	88.3	†	0.5	1.7	†	3.4	6.2	†
Not continuously enrolled	28.1	†	0.2	11.9	13.7	†	46.1	†

See footnotes at end of table.

Table 9.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of second year, 1996–97—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of second year (1996–97)				
Number of Advanced Placement tests taken								
None	71.4	†	0.6	4.5	3.2	2.9	17.4	†
One	83.4	†	#	2.4	1.9	2.5	9.9	†
More than one	88.2	†	#	2.8	1.9	1.6	5.6	†
Grade-point average in high school								
B's or less	64.5	†	0.6	6.6	4.5	3.6	20.3	†
B+ to A-	79.3	†	0.1	3.5	2.7	2.3	12.0	†
Mostly A's	88.6	†	0.2	2.0	1.3	1.2	6.8	†
SAT combined score								
Low quartile (400–700)	61.8	†	1.0	6.3	2.4	4.3	24.2	†
Middle quartiles (710–1020)	75.8	†	0.1	3.7	2.8	2.5	15.1	†
High quartile (1030–1600)	86.1	†	0.2	3.0	2.3	1.5	7.0	†
GPA first year enrolled								
Less than 2.25	49.1	†	0.4	7.2	4.8	5.5	33.0	†
2.25–3.25	82.7	†	0.4	3.4	2.6	1.6	9.4	†
Over 3.25	88.3	†	0.2	1.9	1.2	1.7	6.7	†
Delayed postsecondary enrollment								
Did not delay	80.2	†	0.1	3.7	2.4	2.1	11.5	†
Delayed	52.7	†	1.9	4.5	4.9	6.1	29.9	†

See footnotes at end of table.

Table 9.2.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of second year, 1996–97—Continued

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
				End of second year (1996–97)				
Gender								
Male	73.4	†	0.4	4.2	3.1	3.1	15.9	†
Female	78.1	†	0.4	3.5	2.5	2.3	13.1	†
Race/ethnicity								
White, non-Hispanic	77.7	†	0.4	3.3	2.4	2.3	13.9	†
Black, non-Hispanic	67.4	†	1.0	4.5	4.9	4.6	17.7	†
Hispanic	71.2	†	#	4.5	3.1	4.2	17.0	†
Asian/Pacific Islander	79.7	†	#	4.3	3.3	1.0	11.7	†
Dependent family income in 1994								
Less than $25,000	70.8	†	0.6	5.0	3.0	2.9	17.8	†
$25,000–44,999	73.2	†	0.4	3.8	3.1	2.8	16.8	†
$45,000–69,999	80.6	†	0.2	3.5	2.2	2.4	11.1	†
$70,000 or greater	84.4	†	0.2	3.1	2.4	1.8	8.2	†
Number of risk factors when first enrolled								
None	82.1	†	0.1	3.6	2.1	1.8	10.3	†
One	64.6	†	1.5	4.0	4.6	4.7	20.7	†
Two or more	45.2	†	0.7	5.6	5.9	6.7	36.0	†

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 9.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of third year, 1997–98

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
	End of third year (1997–98)							
Total 4-year institutions	67.4	2.3	0.7	1.7	2.0	2.0	24.0	†
First institution type and highest offering								
Public 4-year	64.6	2.4	0.6	1.8	2.1	2.1	26.4	†
Non-doctorate-granting	58.5	1.6	1.3	2.0	2.5	2.7	31.4	†
Doctorate-granting	67.9	2.9	0.3	1.7	1.9	1.7	23.7	†
Private not-for-profit 4-year	73.4	1.9	0.5	1.6	1.8	1.9	19.0	†
Non-doctorate-granting	70.5	1.8	0.5	2.0	1.7	2.2	21.4	†
Doctorate-granting	78.7	2.2	0.6	0.9	1.9	1.2	14.7	†
Attendance intensity—first institution spell								
Always full-time	69.5	2.5	0.5	1.5	1.8	2.0	22.2	†
Mixed	66.2	1.5	1.6	2.7	3.1	2.0	23.0	†
Always part-time	12.3	#	1.1	0.4	#	1.8	84.4	†
Attendance intensity through 2001								
Always full-time	73.9	2.7	0.5	1.1	1.2	2.2	18.3	†
Mixed	57.0	1.5	1.0	2.9	3.5	1.5	32.7	†
Always part-time	14.3	#	2.0	#	#	3.3	80.5	†
Enrollment continuity through 2001								
Continuously enrolled	81.7	2.8	0.7	0.6	†	2.5	11.7	†
Not continuously enrolled	11.7	†	0.8	6.0	9.5	†	71.9	†

See footnotes at end of table.

Table 9.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of third year, 1997–98—Continued

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
	End of third year (1997–98)							
Number of Advanced Placement tests taken								
None	62.9	1.6	0.8	1.9	2.1	2.2	28.6	†
One	74.4	3.6	0.5	1.8	1.6	1.5	16.7	†
More than one	79.1	4.8	#	1.1	1.8	1.4	11.8	†
Grade-point average in high school								
B's or less	53.8	0.7	0.4	2.7	3.7	3.2	35.5	†
B+ to A-	71.7	1.8	0.4	1.3	1.3	2.8	20.7	†
Mostly A's	80.5	3.9	0.2	1.6	1.7	0.7	11.4	†
SAT combined score								
Low quartile (400–700)	52.0	1.3	0.5	2.7	2.7	2.6	38.2	†
Middle quartiles (710–1020)	67.5	1.6	0.7	1.9	1.9	2.2	24.3	†
High quartile (1030–1600)	78.1	3.7	0.1	1.2	1.9	1.1	13.9	†
GPA first year enrolled								
Less than 2.25	39.0	0.4	0.9	3.2	2.6	2.9	50.9	†
2.25–3.25	74.5	2.0	0.7	1.7	1.7	2.2	17.3	†
Over 3.25	80.0	4.3	0.7	0.4	1.6	1.2	11.8	†
Delayed postsecondary enrollment								
Did not delay	73.2	1.1	0.4	1.7	1.9	1.9	19.8	†
Delayed	35.3	8.9	2.2	1.8	2.0	2.5	47.3	†

See footnotes at end of table.

Table 9.3.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of third year, 1997–98—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of third year (1997–98)				
Gender								
Male	64.1	2.5	0.8	1.9	2.2	2.0	26.6	†
Female	70.1	2.1	0.7	1.5	1.8	2.0	21.9	†
Race/ethnicity								
White, non-Hispanic	69.7	2.5	0.7	1.4	1.8	1.6	22.3	†
Black, non-Hispanic	56.7	0.8	0.2	2.8	2.5	4.5	32.6	†
Hispanic	60.5	2.5	2.1	2.5	2.3	1.4	28.8	†
Asian/Pacific Islander	70.8	1.9	#	1.7	1.8	3.5	20.3	†
Dependent family income in 1994								
Less than $25,000	60.2	1.9	0.9	2.5	2.8	2.6	29.2	†
$25,000–44,999	63.4	3.0	0.3	2.1	2.1	2.3	26.8	†
$45,000–69,999	73.4	2.0	0.3	1.5	2.0	1.3	19.4	†
$70,000 or greater	77.6	2.5	0.5	1.0	1.3	1.6	15.6	†
Number of risk factors when first enrolled								
None	74.4	2.2	0.4	1.5	1.6	2.0	17.9	†
One	53.5	3.4	0.6	2.4	3.6	1.2	35.4	†
Two or more	33.6	1.3	3.3	2.1	1.8	3.1	54.8	†

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 9.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of fourth year, 1998–99

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of fourth year (1998–99)				
Total 4-year institutions	31.9	32.0	0.4	0.8	1.0	1.4	30.4	2.3
First institution type and highest offering								
Public 4-year	39.0	21.8	0.4	0.9	1.2	1.3	33.0	2.4
Non-doctorate-granting	38.3	17.1	0.4	0.6	0.8	1.3	39.9	1.6
Doctorate-granting	39.4	24.3	0.4	1.1	1.5	1.3	29.2	2.9
Private not-for-profit 4-year	20.4	50.2	0.2	0.6	0.7	1.5	24.7	1.9
Non-doctorate-granting	20.8	46.4	0.3	0.7	0.7	1.7	27.7	1.8
Doctorate-granting	19.7	56.9	#	0.4	0.6	1.1	19.1	2.2
Attendance intensity—first institution spell								
Always full-time	30.1	36.4	0.2	0.5	0.9	1.3	28.0	2.5
Mixed	45.2	14.0	1.1	2.3	1.7	2.0	32.3	1.5
Always part-time	12.3	#	#	#	#	#	87.8	#
Attendance intensity through 2001								
Always full-time	31.5	39.8	0.2	0.4	0.7	1.4	23.4	2.7
Mixed	33.5	18.1	0.8	1.6	1.7	1.3	41.5	1.5
Always part-time	14.3	#	#	#	#	#	85.7	#
Enrollment continuity through 2001								
Continuously enrolled	39.4	40.2	0.4	0.1	†	1.7	15.4	2.8
Not continuously enrolled	3.0	†	0.4	3.3	5.0	†	88.3	†

See footnotes at end of table.

Table 9.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of fourth year, 1998–99—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of fourth year (1998–99)				
Number of Advanced Placement tests taken								
None	34.1	25.0	0.4	0.9	0.9	1.6	35.6	1.6
One	31.9	39.5	#	0.7	1.5	0.8	22.0	3.6
More than one	23.4	53.4	0.1	0.3	1.3	0.7	16.1	4.8
Grade-point average in high school								
B's or less	33.5	16.1	0.6	0.9	1.4	1.4	45.5	0.7
B+ to A-	36.9	31.1	0.2	1.4	1.0	1.2	26.4	1.8
Mostly A's	28.6	49.3	0.2	0.3	1.3	0.8	15.6	3.9
SAT combined score								
Low quartile (400–700)	34.9	11.2	0.7	1.6	1.3	2.3	46.7	1.3
Middle quartiles (710–1020)	37.0	27.1	0.5	0.7	0.9	1.4	30.9	1.6
High quartile (1030–1600)	25.4	50.3	#	0.5	1.1	0.9	18.2	3.7
GPA first year enrolled								
Less than 2.25	25.9	9.4	0.6	0.8	0.7	1.6	60.5	0.4
2.25–3.25	39.8	31.6	0.3	0.7	1.0	1.2	23.6	2.0
Over 3.25	27.4	49.7	0.4	0.5	1.3	0.9	15.7	4.3
Delayed postsecondary enrollment								
Did not delay	34.0	35.8	0.3	0.8	1.1	1.3	25.7	1.1
Delayed	20.2	11.4	0.8	0.6	0.8	1.6	55.8	8.9

See footnotes at end of table.

Table 9.4.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of fourth year, 1998–99—Continued

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
				End of fourth year (1998–99)				
Gender								
Male	34.1	26.0	0.4	1.1	1.2	1.4	33.4	2.5
Female	30.1	37.0	0.4	0.5	0.9	1.3	27.8	2.1
Race/ethnicity								
White, non-Hispanic	30.6	35.7	0.3	0.7	1.0	1.3	27.8	2.5
Black, non-Hispanic	35.2	17.4	#	1.1	1.4	1.7	42.6	0.8
Hispanic	35.5	20.5	1.2	0.9	1.0	1.5	37.0	2.5
Asian/Pacific Islander	31.6	36.6	#	0.4	0.9	1.3	27.3	1.9
Dependent family income in 1994								
Less than $25,000	34.7	21.4	0.4	1.0	1.3	1.3	37.9	1.9
$25,000–44,999	31.8	28.2	0.4	0.5	0.9	1.7	33.7	3.0
$45,000–69,999	35.6	34.3	0.3	0.9	1.0	1.2	24.6	2.0
$70,000 or greater	29.9	45.1	0.2	0.6	0.7	1.0	19.9	2.5
Number of risk factors when first enrolled								
None	33.6	37.7	0.3	0.6	1.0	1.3	23.4	2.2
One	30.6	18.7	0.3	1.2	1.2	1.4	43.2	3.4
Two or more	20.1	7.5	1.1	1.5	1.3	2.0	65.1	1.3

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 9.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of fifth year, 1999–2000

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
				End of fifth year (1999–2000)				
Total 4-year institutions	10.3	19.1	0.3	0.1	0.5	1.6	33.8	34.2
First institution type and highest offering								
Public 4-year	12.9	23.0	0.5	0.2	0.5	1.9	36.8	24.2
Non-doctorate-granting	14.6	20.4	0.9	0.2	0.3	1.9	43.0	18.7
Doctorate-granting	12.0	24.5	0.3	0.1	0.7	1.9	33.5	27.2
Private not-for-profit 4-year	6.0	12.7	#	0.1	0.4	1.1	27.5	52.1
Non-doctorate-granting	5.9	13.2	#	0.1	0.6	1.0	31.0	48.2
Doctorate-granting	6.3	11.7	0.1	0.1	0.1	1.4	21.2	59.1
Attendance intensity—first institution spell								
Always full-time	8.7	19.5	0.1	0.1	0.4	1.2	31.0	38.9
Mixed	19.4	19.8	1.3	0.2	0.9	3.6	39.4	15.5
Always part-time	7.2	1.2	0.5	#	#	3.4	87.8	#
Attendance intensity through 2001								
Always full-time	8.7	21.2	0.1	0.1	0.2	1.3	26.0	42.5
Mixed	13.4	15.9	0.7	0.3	1.1	2.2	46.9	19.6
Always part-time	10.8	#	#	#	#	3.5	85.7	#
Enrollment continuity through 2001								
Continuously enrolled	13.0	24.0	0.4	#	†	2.0	17.6	43.1
Not continuously enrolled	#	†	0.1	0.5	2.4	†	97.0	†

See footnotes at end of table.

Table 9.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of fifth year, 1999–2000—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of fifth year (1999–2000)				
Number of Advanced Placement tests taken								
None	11.4	19.9	0.4	0.2	0.7	1.6	39.4	26.6
One	8.0	20.9	0.2	0.3	0.4	2.1	25.0	43.1
More than one	6.6	15.7	#	#	0.1	1.0	18.5	58.2
Grade-point average in high school								
B's or less	12.9	17.7	0.1	0.5	0.8	1.6	49.7	16.7
B+ to A-	12.0	22.2	0.3	0.2	0.5	1.8	30.2	32.9
Mostly A's	7.3	20.0	0.2	#	0.3	0.8	18.3	53.1
SAT combined score								
Low quartile (400–700)	16.1	15.3	0.4	0.4	1.0	1.7	52.6	12.5
Middle quartiles (710–1020)	11.5	22.6	0.4	0.2	0.7	1.6	34.4	28.7
High quartile (1030–1600)	6.4	17.5	#	#	0.2	1.3	20.7	54.0
GPA first year enrolled								
Less than 2.25	11.3	11.4	0.3	0.2	0.8	1.9	64.3	9.9
2.25–3.25	11.2	25.8	0.5	0.2	0.4	1.7	26.7	33.5
Over 3.25	8.6	17.4	0.1	0.1	0.2	1.1	18.7	53.9
Delayed postsecondary enrollment								
Did not delay	10.6	21.0	0.3	0.1	0.5	1.6	29.2	36.8
Delayed	9.1	8.3	0.6	0.1	0.5	1.6	59.5	20.3

See footnotes at end of table.

Table 9.5.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of fifth year, 1999–2000—Continued

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
				End of fifth year (1999–2000)				
Gender								
Male	11.5	20.0	0.1	0.1	0.6	1.9	37.5	28.4
Female	9.4	18.3	0.5	0.2	0.4	1.4	30.9	39.1
Race/ethnicity								
White, non-Hispanic	8.9	19.1	0.3	0.2	0.5	1.6	31.2	38.2
Black, non-Hispanic	12.8	19.5	0.4	#	0.5	1.9	46.7	18.1
Hispanic	16.0	16.5	0.5	0.2	0.4	1.9	41.6	22.9
Asian/Pacific Islander	9.1	21.2	0.1	0.1	0.2	0.9	30.0	38.5
Dependent family income in 1994								
Less than $25,000	14.3	18.4	0.3	0.1	0.2	1.4	42.0	23.3
$25,000–44,999	10.8	19.0	#	0.2	0.5	1.4	37.0	31.2
$45,000–69,999	10.1	22.5	0.3	0.1	0.7	1.9	28.1	36.3
$70,000 or greater	8.0	19.8	0.3	0.2	0.5	1.2	22.4	47.7
Number of risk factors when first enrolled								
None	10.4	21.0	0.2	0.1	0.4	1.5	26.6	39.8
One	10.0	17.5	0.4	0.1	1.2	1.4	47.3	22.0
Two or more	9.8	5.6	1.5	0.2	0.5	2.6	71.0	8.8

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 9.6.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of sixth year, 2000–01

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of sixth year (2000–01)				
Total 4-year institutions	5.2	4.5	0.1	#	†	0.5	36.4	53.3
First institution type and highest offering								
Public 4-year	6.6	5.6	0.1	#	†	0.6	39.9	47.2
Non-doctorate-granting	8.0	5.6	0.3	#	†	0.8	46.3	39.1
Doctorate-granting	5.9	5.6	#	#	†	0.5	36.4	51.6
Private not-for-profit 4-year	2.8	2.7	0.1	#	†	0.4	29.2	64.7
Non-doctorate-granting	2.7	2.7	0.1	#	†	0.3	32.8	61.4
Doctorate-granting	3.0	2.6	#	#	†	0.7	22.9	70.8
Attendance intensity—first institution spell								
Always full-time	3.8	4.3	0.1	#	†	0.6	32.8	58.4
Mixed	12.7	6.3	0.1	#	†	0.4	45.4	35.2
Always part-time	6.2	0.6	#	#	†	0.3	91.6	1.2
Attendance intensity through 2001								
Always full-time	3.6	4.6	#	#	†	0.6	27.6	63.6
Mixed	8.1	4.6	0.2	#	†	0.6	51.1	35.5
Always part-time	10.8	#	#	#	†	#	89.2	#
Enrollment continuity through 2001								
Continuously enrolled	6.5	5.7	0.1	#	†	0.7	20.0	67.0
Not continuously enrolled	#	†	#	#	†	†	100.0	†

See footnotes at end of table.

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Table 9.6.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of sixth year, 2000–01—Continued

	Stayed on persistence track		Left persistence track this year					
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*	Left persistence track in prior years	Attained bachelor's degree in prior years
				End of sixth year (2000–01)				
Number of Advanced Placement tests taken								
None	5.7	5.0	0.1	#	†	0.6	42.1	46.5
One	4.0	3.6	0.1	#	†	0.2	28.0	64.1
More than one	3.3	3.0	#	#	†	0.3	19.6	73.9
Grade-point average in high school								
B's or less	5.7	5.8	0.2	#	†	1.3	52.7	34.5
B+ to A-	6.1	5.0	0.1	#	†	0.8	32.9	55.1
Mostly A's	3.4	3.6	#	#	†	0.2	19.6	73.1
SAT combined score								
Low quartile (400–700)	8.1	6.4	0.4	#	†	1.3	56.1	27.8
Middle quartiles (710–1020)	5.3	5.5	0.1	#	†	0.5	37.2	51.3
High quartile (1030–1600)	3.5	2.5	#	#	†	0.4	22.2	71.5
GPA first year enrolled								
Less than 2.25	5.6	4.7	0.1	#	†	1.0	67.4	21.3
2.25–3.25	5.5	5.0	0.2	#	†	0.6	29.5	59.3
Over 3.25	4.5	3.9	#	#	†	0.2	20.1	71.3
Delayed postsecondary enrollment								
Did not delay	5.1	4.8	0.1	#	†	0.6	31.7	57.8
Delayed	5.9	2.9	#	#	†	0.3	62.3	28.6

See footnotes at end of table.

Table 9.6.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track during each academic year, by the first type of 4-year institution and student characteristics: End of sixth year, 2000–01—Continued

	Stayed on persistence track		Left persistence track this year				Left persistence track in prior years	Attained bachelor's degree in prior years
	Still enrolled, no degree	Attained bachelor's degree this year	Attained Associate's degree or certificate	Downward or delayed transfer	Began stopout period	Left PSE*		
				End of sixth year (2000–01)				
Gender								
Male	5.9	4.8	0.1	#	†	0.7	40.1	48.4
Female	4.6	4.2	0.1	#	†	0.4	33.3	57.4
Race/ethnicity								
White, non-Hispanic	4.1	4.3	0.1	#	†	0.5	33.8	57.4
Black, non-Hispanic	7.0	4.7	0.2	#	†	1.0	49.6	37.6
Hispanic	9.6	5.4	0.3	#	†	0.8	44.6	39.4
Asian/Pacific Islander	5.3	3.8	#	#	†	0.1	31.3	59.7
Dependent family income in 1994								
Less than $25,000	7.8	6.0	0.1	#	†	0.5	44.0	41.7
$25,000–44,999	5.6	4.3	0.2	#	†	0.7	39.1	50.1
$45,000–69,999	4.8	4.8	#	#	†	0.5	31.1	58.8
$70,000 or greater	3.4	3.9	0.2	#	†	0.5	24.5	67.5
Number of risk factors when first enrolled								
None	5.0	4.8	0.1	#	†	0.6	28.7	60.8
One	5.3	4.3	0.1	#	†	0.4	50.5	39.5
Two or more	7.2	2.5	#	#	†	0.1	75.8	14.4

†Not applicable.

#Rounds to zero.

*Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 9.7.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track, by the first type of 4-year institution and student characteristics: Status in June 2001

	Stayed on persistence track		Persistence track exit type			
	Still enrolled, no degree	Attained bachelor's degree	Attained associate's degree or certificate	Downward or delayed transfer	Stopout	Left PSE*
Total 4-year institutions	5.2	57.8	1.9	12.7	11.0	11.3
First institution type and highest offering						
Public 4-year	6.6	52.8	2.1	13.6	12.5	12.3
Non-doctorate-granting	8.0	44.7	3.6	15.0	12.5	16.3
Doctorate-granting	5.9	57.2	1.3	12.9	12.5	10.2
Private not-for-profit 4-year	2.8	67.4	1.2	11.0	8.4	9.2
Non-doctorate-granting	2.7	64.1	1.4	12.5	8.8	10.4
Doctorate-granting	3.0	73.4	0.8	8.1	7.7	7.0
Attendance intensity—first institution spell						
Always full-time	3.8	62.7	1.5	11.8	9.9	10.2
Mixed	12.7	41.5	4.2	14.9	13.3	13.5
Always part-time	6.2	1.8	2.6	26.6	31.6	31.2
Attendance intensity through 2001						
Always full-time	3.6	68.2	1.4	7.5	7.3	12.0
Mixed	8.1	40.1	2.9	23.0	17.9	8.1
Always part-time	10.8	#	3.8	10.8	22.0	52.6
Enrollment continuity through 2001						
Continuously enrolled	6.5	72.7	2.0	4.5	†	14.2
Not continuously enrolled	†	†	1.6	44.5	53.9	†
Number of Advanced Placement tests taken						
None	5.7	51.6	2.4	15.3	12.4	12.7
One	4.0	67.6	0.8	9.1	10.4	8.1
More than one	3.3	76.8	0.2	5.9	8.0	5.8
Grade-point average in high school						
B's or less	5.7	40.2	2.0	21.0	16.4	14.7
B+ to A-	6.1	60.1	1.2	12.3	10.0	10.3
Mostly A's	3.4	76.8	0.9	7.1	7.3	4.5
SAT combined score						
Low quartile (400–700)	8.1	34.2	3.0	21.4	15.0	18.3
Middle quartiles (710–1020)	5.3	56.8	1.8	14.1	10.9	11.1
High quartile (1030–1600)	3.5	73.9	0.4	7.5	9.1	5.7
GPA first year enrolled						
Less than 2.25	5.6	26.0	2.5	27.3	17.5	21.2
2.25–3.25	5.5	64.3	2.0	9.7	9.8	8.7
Over 3.25	4.5	75.2	1.5	5.9	6.6	6.2

See footnotes at end of table.

Table 9.7.—Percentage distribution of 1995–96 beginning students at 4-year institutions who had a bachelor's degree goal, according to whether they stayed on the persistence track or the first type of exit from the persistence track, by the first type of 4-year institution and student characteristics: Status in June 2001—Continued

	Stayed on persistence track		Persistence track exit type			
	Still enrolled, no degree	Attained bachelor's degree	Attained associate's degree or certificate	Downward or delayed transfer	Stopout	Left PSE•
Delayed postsecondary enrollment						
Did not delay	5.1	62.6	1.3	12.2	9.6	9.3
Delayed	5.9	31.6	5.7	15.8	19.0	22.0
Gender						
Male	5.9	53.2	1.7	14.2	12.2	12.7
Female	4.6	61.6	2.1	11.5	10.1	10.1
Race/ethnicity						
White, non-Hispanic	4.1	61.6	1.7	11.6	10.6	10.4
Black, non-Hispanic	7.0	42.3	2.2	16.2	14.6	17.9
Hispanic	9.6	44.8	4.2	17.3	10.2	13.9
Asian/Pacific Islander	5.3	63.4	0.1	10.7	12.8	7.7
Dependent family income in 1994						
Less than $25,000	7.8	47.7	2.2	16.7	13.7	11.9
$25,000–44,999	5.6	54.5	1.2	13.4	12.4	12.9
$45,000–69,999	4.8	63.6	1.2	11.8	9.5	9.1
$70,000 or greater	3.4	71.4	1.4	9.4	7.2	7.2
Number of risk factors when first enrolled						
None	5.0	65.6	1.1	11.4	8.3	8.7
One	5.3	43.8	3.1	14.6	18.7	14.5
Two or more	7.2	17.0	7.0	20.0	21.6	27.3

†Not applicable.

#Rounds to zero.

•Postsecondary education.

NOTE: Persistence risk factors include: delayed postsecondary enrollment, no high school diploma, part-time enrollment, financial independence, having children, being a single parent, and working full time while enrolled. Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 10: Student and Institutional Bachelor's Degree Completion Rates

The tables in section 10 display the bachelor's degree completion rates of the 1995–96 beginning students who had a bachelor's degree goal and started at a public 4-year or a private not-for-profit 4-year college or university. The tables show the percentage of these beginning students who completed a bachelor's degree in 4 years or less (48 months or less after they had started), in five years (49–60 months) or in six years (61–72 months), and the total percentage who had completed a bachelor's degree by June 2001, the sixth year since the beginning of the study in 1995–96.

The tables show the completion rates from two perspectives, completion rates at the first institution attended and student completion rates at any 4-year institution. As shown previously, institutional attainment rates understate the attainment of students in postsecondary education because they do not account for the experience of students who have transferred elsewhere. The difference is discussed in detail in the text of the report.

These completion rates are based on the number of months between first enrollment and the bachelor's degree completion date. These rates may differ slightly from the bachelor's degree attainment percentages displayed on other tables in this report which measure the bachelor's degree attainment at the end of the fourth or fifth academic years (as of June 1999 and June 2000, respectively) rather than the percentage who completed the degree within 48 or within 49–60 months after beginning. Some of the 1995–96 beginners did not start until the spring of 1996. Students who started in the spring of 1996 and completed the degree in 48 months, for example, would have finished during the fifth academic year (1999–2000) of this study.

The relationships of academic preparation, enrollment patterns, demographic characteristics of students, and persistence risk factors to bachelor's degree completion is discussed in the text of the report, and was previously shown in detail for beginners at public 4-year and at private not-for-profit 4-year institutions in compendium sections 2 (student attainment anywhere) and section 3 (institutional attainment) of this compendium.

Table 10.1-A.—Percentage of 1995–96 beginning students at public 4-year institutions with a bachelor's degree goal who completed a bachelor's degree at the first institution attended in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree by June 2001 at the first institution attended, by academic preparation and attendance patterns

	Bachelor's degree completion rate at first institution			
	4 years or less	5 years	6 years	Total
	Beginners at public 4-year institutions			
Total	24.3	21.2	4.5	50.0
Highest offering of first institution				
Non-doctorate-granting	18.6	17.5	4.2	40.3
Doctorate-granting	27.4	23.2	4.6	55.2
Number of Advanced Placement tests taken				
None	19.3	19.8	4.9	44.0
One	30.5	26.3	2.8	59.6
More than one	45.1	24.4	2.8	72.4
SAT combined score				
Low quartile (400–700)	8.4	13.3	6.1	27.8
Middle quartiles (710–1020)	21.2	23.2	4.7	49.1
High quartile (1030–1600)	39.7	24.2	3.3	67.2
Grade-point average in high school				
B's or less	9.5	16.7	5.7	31.9
B+ to A-	22.6	24.2	4.9	51.6
Mostly A's	40.3	26.4	3.9	70.6
Highest degree expectation in 1996				
Don't know	23.3	20.1	5.6	49.0
Less than bachelor's	†	†	†	†
Bachelor's degree	17.5	15.0	4.0	36.5
Advanced degree	26.7	23.3	4.2	54.2
Attendance intensity—first institution spell				
Always full-time	27.7	22.8	4.4	54.9
Mixed	13.5	18.1	5.6	37.2
Always part-time	2.4	0.1	#	2.5
Transfer status				
Never transferred	32.3	28.1	6.0	66.4
Transferred	†	†	†	†
Enrollment continuity at first institution				
Continuously enrolled	26.6	22.5	4.6	53.8
Not continuously enrolled	7.5	11.7	3.4	22.6
GPA first year enrolled				
Less than 2.25	7.3	10.7	4.3	22.3
2.25–3.25	25.6	28.0	5.0	58.5
Over 3.25	42.4	21.3	3.6	67.3

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.1-B.—Percentage of 1995–96 beginning students at public 4-year institutions with a bachelor's degree goal who completed a bachelor's degree at the first institution attended in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree by June 2001 at the first institution attended, by demographic characteristics

	Bachelor's degree completion rate at first institution			
	4 years or less	5 years	6 years	Total
	Beginners at public 4-year institutions			
Total	24.3	21.2	4.5	50.0
Gender				
Male	20.5	21.5	4.6	46.6
Female	27.5	20.9	4.4	52.8
Age when first enrolled				
18 years or younger	25.9	23.7	4.9	54.5
19 years	26.2	16.6	3.0	45.8
20–23 years	9.7	8.2	1.9	19.8
24–29 years	13.9	1.6	#	15.5
30 or older	6.5	#	6.2	12.6
Race/ethnicity				
White, non-Hispanic	27.4	22.2	3.9	53.5
Black, non-Hispanic	13.2	18.5	4.5	36.2
Hispanic	14.4	14.5	7.7	36.5
Asian/Pacific Islander	28.6	26.4	3.5	58.5
American Indian/Alaska Native	‡	‡	‡	‡
Marital status and children when first enrolled				
Single, no children (dependent)	25.7	22.3	4.6	52.7
Single, no children (independent)	7.0	14.6	2.2	23.8
Single with children	8.1	6.0	#	14.1
Married	10.0	2.1	5.4	17.5
Parental education				
High school diploma or less	15.3	15.9	6.0	37.2
Some postsecondary	18.0	22.4	4.2	44.6
Bachelor's degree	31.6	23.1	3.3	58.0
Advanced degree	33.1	24.9	4.0	62.1
Student/employee role 1995–96				
Did not work while enrolled	30.6	22.8	3.9	57.2
Student working	21.2	21.5	5.0	47.7
Employee who is enrolled	17.6	9.6	2.4	29.6
Dependent family income in 1994				
Less than $25,000	17.8	19.8	6.4	44.0
$25,000–44,999	25.1	18.2	4.1	47.3
$45,000–69,999	24.1	25.7	4.6	54.4
$70,000 or greater	34.0	24.0	3.7	61.7

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.1-C.—Percentage of 1995–96 beginning students at public 4-year institutions with a bachelor's degree goal who completed a bachelor's degree at the first institution attended in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree by June 2001 at the first institution attended, by persistence risk factors when they first enrolled

	Bachelor's degree completion rate at first institution			
	4 years or less	5 years	6 years	Total
	Beginners at public 4-year institutions			
Total	24.3	21.2	4.5	50.0
Number of risk factors when first enrolled				
None	28.5	23.8	4.9	57.1
One	16.6	19.1	4.1	39.7
Two or three	5.9	5.6	3.1	14.6
Four or more	8.5	4.9	#	13.3
High school diploma or equivalency status				
High school diploma	24.6	21.4	4.6	50.6
GED/high school equivalent*	3.0	8.8	#	11.9
None*	‡	‡	‡	‡
Delayed postsecondary enrollment				
Did not delay	25.3	23.5	4.9	53.6
Delayed*	19.7	9.5	2.5	31.7
Attendance status when first enrolled				
Full-time	25.6	22.4	4.4	52.4
Part-time*	14.2	12.7	5.6	32.5
Dependency status when first enrolled				
Dependent	25.7	22.3	4.6	52.7
Independent*	8.4	7.7	2.6	18.6
Number of children when first enrolled				
None	25.1	21.9	4.6	51.6
One or more*	8.9	4.5	2.6	15.9
Single parent status when first enrolled				
Not a single parent	24.9	21.6	4.6	51.1
Single parent*	8.1	6.0	#	14.1
Worked while enrolled in 1995–96				
Did not work	30.6	22.8	3.9	57.2
Worked part time	21.5	21.2	5.2	47.9
Worked full time*	13.5	12.2	4.1	29.7

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.2-A.—Percentage of 1995–96 beginning students at private not-for-profit 4-year institutions with a bachelor's degree goal who completed a bachelor's degree at the first institution attended in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree by June 2001 at the first institution attended, by academic preparation and attendance patterns

	Bachelor's degree completion rate at first institution			
	4 years or less	5 years	6 years	Total
	Beginners at private not-for-profit 4-year institutions			
Total	51.5	12.0	1.8	65.3
Highest offering of first institution				
Non-doctorate-granting	48.2	11.9	1.9	62.0
Doctorate-granting	57.6	12.2	1.6	71.4
Number of Advanced Placement tests taken				
None	42.3	15.4	2.1	59.7
One	62.8	10.3	1.5	74.6
More than one	70.6	6.1	0.7	77.4
SAT combined score				
Low quartile (400–700)	24.6	18.2	2.2	45.0
Middle quartiles (710–1020)	44.6	15.1	2.5	62.2
High quartile (1030–1600)	68.3	8.6	0.8	77.6
Grade-point average in high school				
B's or less	31.3	18.4	1.5	51.2
B+ to A-	50.1	14.3	2.1	66.5
Mostly A's	69.2	7.8	1.2	78.2
Highest degree expectation in 1996				
Don't know	54.5	11.8	2.2	68.5
Less than bachelor's	†	†	†	†
Bachelor's degree	32.7	16.7	2.0	51.3
Advanced degree	55.3	11.7	1.6	68.6
Attendance intensity—first institution spell				
Always full-time	55.8	10.7	1.2	67.7
Mixed	22.1	24.8	7.6	54.4
Always part-time	#	7.5	#	7.5
Transfer status				
Never transferred	65.5	15.3	2.3	83.1
Transferred	†	†	†	†
Enrollment continuity at first institution				
Continuously enrolled	54.1	10.9	1.5	66.6
Not continuously enrolled	24.5	23.7	4.4	52.6
GPA first year enrolled				
Less than 2.25	21.7	11.8	1.8	35.3
2.25–3.25	50.1	15.3	1.7	67.1
Over 3.25	66.9	9.4	1.8	78.1

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.2-B.—Percentage of 1995–96 beginning students at private not-for-profit 4-year institutions with a bachelor's degree goal who completed a bachelor's degree at the first institution attended in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree by June 2001 at the first institution attended, by demographic characteristics

	Bachelor's degree completion rate at first institution			
	4 years or less	5 years	6 years	Total
	Beginners at private not-for-profit 4-year institutions			
Total	51.5	12.0	1.8	65.3
Gender				
Male	45.9	14.8	2.1	62.9
Female	55.9	9.8	1.5	67.3
Age when first enrolled				
18 years or younger	54.8	12.6	1.6	69.0
19 years	44.1	11.1	1.2	56.3
20–23 years	22.7	6.3	4.0	33.1
24–29 years	‡	‡	‡	‡
30 or older	‡	‡	‡	‡
Race/ethnicity				
White, non-Hispanic	55.4	11.6	1.6	68.6
Black, non-Hispanic	31.9	14.7	3.5	50.1
Hispanic	41.1	11.6	1.1	53.8
Asian/Pacific Islander	58.6	11.5	2.0	72.1
American Indian/Alaska Native	‡	‡	‡	‡
Marital status and children when first enrolled				
Single, no children (dependent)	53.3	12.3	1.7	67.3
Single, no children (independent)	41.8	6.6	5.8	54.2
Single with children	‡	‡	‡	‡
Married	11.8	6.5	3.3	21.6
Parental education				
High school diploma or less	36.4	15.0	2.7	54.1
Some postsecondary	42.1	13.2	0.7	56.0
Bachelor's degree	53.9	13.6	1.8	69.3
Advanced degree	65.4	9.1	1.0	75.5
Student/employee role 1995–96				
Did not work while enrolled	58.0	11.3	1.2	70.5
Student working	50.0	12.9	2.1	65.0
Employee who is enrolled	25.3	10.8	3.0	39.1
Dependent family income in 1994				
Less than $25,000	36.9	15.0	2.2	54.2
$25,000–44,999	44.3	14.9	2.2	61.4
$45,000–69,999	58.8	8.9	1.4	69.1
$70,000 or greater	62.1	12.0	1.3	75.3

‡Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.2-C.—Percentage of 1995–96 beginning students at private not-for-profit 4-year institutions with a bachelor's degree goal who completed a bachelor's degree at the first institution attended in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree by June 2001 at the first institution attended, by persistence risk factors when they first enrolled

	Bachelor's degree completion rate at first institution			
	4 years or less	5 years	6 years	Total
	Beginners at private not-for-profit 4-year institutions			
Total	51.5	12.0	1.8	65.3
Number of risk factors when first enrolled				
None	56.7	12.0	1.6	70.3
One	33.6	14.7	1.9	50.3
Two or three	26.4	9.0	1.3	36.7
Four or more	14.2	7.5	7.3	29.0
High school diploma or equivalency status				
High school diploma	52.3	12.2	1.7	66.1
GED/high school equivalent*	17.9	5.6	6.1	29.6
None*	‡	‡	‡	‡
Delayed postsecondary enrollment				
Did not delay	54.2	12.6	1.5	68.3
Delayed*	32.5	7.6	3.7	43.8
Attendance status when first enrolled				
Full-time	54.3	11.9	1.7	67.8
Part-time*	11.2	18.3	5.0	34.5
Dependency status when first enrolled				
Dependent	53.3	12.3	1.7	67.3
Independent*	27.1	7.5	3.6	38.2
Number of children when first enrolled				
None	52.6	12.2	1.8	66.7
One or more*	16.1	5.8	#	21.9
Single parent status when first enrolled				
Not a single parent	52.1	12.1	1.8	66.0
Single parent*	‡	‡	‡	‡
Worked while enrolled in 1995–96				
Did not work	58.0	11.3	1.2	70.5
Worked part time	51.0	12.4	1.7	65.1
Worked full time*	24.5	13.3	4.5	42.3

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.3-A.—Percentage of 1995–96 beginning students at public 4-year institutions with a bachelor's degree goal who completed a bachelor's degree in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree anywhere by June 2001, by academic preparation and attendance patterns

	Bachelor's degree completion rate anywhere			
	4 years or less	5 years	6 years	Total
	Beginners at public 4-year institutions			
Total	26.3	24.9	6.1	57.3
Highest offering of first institution				
Non-doctorate-granting	20.9	22.2	5.8	48.9
Doctorate-granting	29.2	26.3	6.3	61.8
Number of Advanced Placement tests taken				
None	21.0	23.7	6.6	51.3
One	33.4	29.7	4.8	67.8
More than one	47.2	27.3	3.9	78.4
SAT combined score				
Low quartile (400–700)	9.5	15.5	7.7	32.7
Middle quartiles (710–1020)	23.1	27.8	6.6	57.4
High quartile (1030–1600)	42.6	27.1	4.3	74.0
Grade-point average in high school				
B's or less	10.8	19.9	8.2	39.0
B+ to A-	25.0	28.1	6.2	59.3
Mostly A's	43.2	30.3	5.6	79.1
Highest degree expectation in 1996				
Don't know	25.0	22.6	7.4	55.0
Less than bachelor's	†	†	†	†
Bachelor's degree	19.1	18.9	6.7	44.6
Advanced degree	28.9	27.0	5.5	61.4
First degree attained by 2001				
Certificate	8.3	2.5	6.2	17.0
Associate's degree	6.9	5.6	4.7	17.2
Attendance intensity—first institution spell				
Always full-time	30.1	26.8	6.1	63.0
Mixed	14.1	20.7	6.7	41.5
Always part-time	2.8	1.7	2.2	6.7
Transfer status				
Never transferred	32.3	28.1	6.0	66.4
Transferred	8.0	14.9	6.4	29.4
Enrollment continuity at first institution				
Continuously enrolled	28.8	26.6	6.4	61.8
Not continuously enrolled	8.6	12.3	3.6	24.5
GPA first year enrolled				
Less than 2.25	7.6	14.2	5.7	27.5
2.25–3.25	28.2	31.8	6.6	66.5
Over 3.25	45.5	25.8	5.4	76.6

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 10.3-B.—Percentage of 1995–96 beginning students at public 4-year institutions with a bachelor's degree goal who completed a bachelor's degree in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree anywhere by June 2001, by demographic characteristics

	Bachelor's degree completion rate anywhere			
	4 years or less	5 years	6 years	Total
	Beginners at public 4-year institutions			
Total	26.3	24.9	6.1	57.3
Gender				
Male	22.0	25.1	6.3	53.4
Female	29.9	24.7	5.9	60.5
Age when first enrolled				
18 years or younger	28.2	28.0	6.4	62.7
19 years	27.7	18.4	5.5	51.6
20–23 years	9.7	8.2	1.9	19.8
24–29 years	13.9	2.6	4.2	20.7
30 or older	6.5	#	6.2	12.6
Race/ethnicity				
White, non-Hispanic	29.6	25.9	5.6	61.2
Black, non-Hispanic	14.2	20.8	6.2	41.2
Hispanic	15.8	17.9	8.9	42.6
Asian/Pacific Islander	29.6	31.0	4.1	64.8
American Indian/Alaska Native	‡	‡	‡	‡
Marital status and children when first enrolled				
Single, no children (dependent)	27.9	26.3	6.3	60.5
Single, no children (independent)	7.0	15.7	3.3	26.0
Single with children	8.1	6.0	2.2	16.3
Married	10.0	2.1	5.4	17.5
Parental education				
High school diploma or less	17.3	18.8	7.6	43.7
Some postsecondary	19.9	25.9	5.4	51.2
Bachelor's degree	33.5	27.7	4.9	66.0
Advanced degree	35.6	28.7	5.6	69.9
Student/employee role 1995–96				
Did not work while enrolled	32.8	27.1	5.4	65.4
Student working	23.3	24.9	6.7	55.0
Employee who is enrolled	17.6	10.0	3.3	30.8
Dependent family income in 1994				
Less than $25,000	20.1	23.1	8.4	51.6
$25,000–44,999	26.3	22.1	5.5	53.9
$45,000–69,999	25.7	30.6	6.1	62.4
$70,000 or greater	37.3	27.9	5.3	70.4

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.3-C.—Percentage of 1995–96 beginning students at public 4-year institutions with a bachelor's degree goal who completed a bachelor's degree in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree anywhere by June 2001, by persistence risk factors when they first enrolled

	Bachelor's degree completion rate anywhere			
	4 years or less	5 years	6 years	Total
	Beginners at public 4-year institutions			
Total	26.3	24.9	6.1	57.3
Number of risk factors when first enrolled				
None	30.7	28.2	6.6	65.5
One	18.7	21.1	5.7	45.5
Two or three	5.9	7.7	3.6	17.2
Four or more	8.5	4.9	1.4	14.7
High school diploma or equivalency status				
High school diploma	26.7	25.1	6.2	57.9
GED/high school equivalent*	3.0	8.8	#	11.9
None*	‡	‡	‡	‡
Delayed postsecondary enrollment				
Did not delay	27.5	27.7	6.6	61.8
Delayed*	20.2	10.6	3.6	34.4
Attendance status when first enrolled				
Full-time	27.8	26.3	5.9	60.0
Part-time*	14.9	13.5	6.7	35.1
Dependency status when first enrolled				
Dependent	27.9	26.3	6.3	60.5
Independent*	8.4	8.0	3.7	20.0
Number of children when first enrolled				
None	27.2	25.8	6.2	59.2
One or more*	8.9	4.5	3.9	17.3
Single parent status when first enrolled				
Not a single parent	26.9	25.4	6.2	58.6
Single parent*	8.1	6.0	2.2	16.3
Worked while enrolled in 1995–96				
Did not work	32.8	27.1	5.4	65.4
Worked part time	23.2	24.9	7.0	55.1
Worked full time*	15.9	13.2	5.5	34.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.4-A.—Percentage of 1995–96 beginning students at private not-for-profit 4-year institutions with a bachelor's degree goal who completed a bachelor's degree in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree anywhere by June 2001, by academic preparation and attendance patterns

	Bachelor's degree completion rate anywhere			
	4 years or less	5 years	6 years	Total
	Beginners at private not-for-profit 4-year institutions			
Total	54.6	15.5	3.0	73.0
Highest offering of first institution				
Non-doctorate-granting	50.8	15.6	3.2	69.6
Doctorate-granting	61.5	15.3	2.5	79.3
Number of Advanced Placement tests taken				
None	44.9	19.0	3.4	67.4
One	64.5	13.6	2.4	80.5
More than one	75.7	9.1	1.6	86.5
SAT combined score				
Low quartile (400–700)	25.4	19.7	3.6	48.7
Middle quartiles (710–1020)	47.6	19.4	4.0	70.9
High quartile (1030–1600)	72.4	12.1	1.6	86.1
Grade-point average in high school				
B's or less	34.0	22.3	2.9	59.2
B+ to A-	54.4	18.4	3.3	76.1
Mostly A's	72.4	11.6	2.3	86.2
Highest degree expectation in 1996				
Don't know	57.9	13.9	3.4	75.2
Less than bachelor's	†	†	†	†
Bachelor's degree	35.4	20.5	2.5	58.4
Advanced degree	58.5	15.3	2.9	76.6
First degree attained by 2001				
Certificate	10.7	5.5	#	16.2
Associate's degree	21.3	13.3	5.1	39.7
Attendance intensity—first institution spell				
Always full-time	59.1	14.5	2.4	76.0
Mixed	22.8	25.6	8.3	56.7
Always part-time	6.8	8.4	#	15.1
Transfer status				
Never transferred	65.6	15.4	2.3	83.3
Transferred	14.1	15.9	5.4	35.3
Enrollment continuity at first institution				
Continuously enrolled	57.4	14.7	2.7	74.8
Not continuously enrolled	25.8	23.7	5.1	54.7
GPA first year enrolled				
Less than 2.25	22.1	14.1	3.2	39.4
2.25–3.25	52.6	20.3	3.6	76.5
Over 3.25	71.0	12.1	2.3	85.4

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.4-B.—Percentage of 1995–96 beginning students at private not-for-profit 4-year institutions with a bachelor's degree goal who completed a bachelor's degree in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree anywhere by June 2001, by demographic characteristics

	Bachelor's degree completion rate anywhere			
	4 years or less	5 years	6 years	Total
	Beginners at private not-for-profit 4-year institutions			
Total	54.6	15.5	3.0	73.0
Gender				
Male	47.6	18.6	3.5	69.7
Female	60.1	13.0	2.5	75.6
Age when first enrolled				
18 years or younger	58.1	16.3	2.9	77.3
19 years	45.9	14.1	2.0	62.0
20–23 years	22.7	6.3	4.0	33.1
24–29 years	‡	‡	‡	‡
30 or older	‡	‡	‡	‡
Race/ethnicity				
White, non-Hispanic	58.8	15.4	2.6	76.8
Black, non-Hispanic	32.8	16.5	5.1	54.4
Hispanic	44.3	13.9	1.9	60.1
Asian/Pacific Islander	61.1	16.0	2.3	79.4
American Indian/Alaska Native	‡	‡	‡	‡
Marital status and children when first enrolled				
Single, no children (dependent)	56.5	16.0	2.9	75.4
Single, no children (independent)	44.0	7.1	5.8	56.8
Single with children	‡	‡	‡	‡
Married	11.8	6.5	3.3	21.6
Parental education				
High school diploma or less	38.1	18.1	4.2	60.5
Some postsecondary	44.2	15.7	2.9	62.8
Bachelor's degree	57.4	17.4	2.0	76.9
Advanced degree	69.4	12.4	2.3	84.1
Student/employee role 1995–96				
Did not work while enrolled	60.5	14.9	2.3	77.8
Student working	53.8	16.2	3.2	73.2
Employee who is enrolled	25.7	11.4	3.9	40.9
Dependent family income in 1994				
Less than $25,000	38.6	17.8	3.5	59.9
$25,000–44,999	46.9	18.6	3.2	68.7
$45,000–69,999	61.8	12.3	2.8	76.9
$70,000 or greater	66.4	16.3	2.6	85.3

‡Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 10.4-C.—Percentage of 1995–96 beginning students at private not-for-profit 4-year institutions with a bachelor's degree goal who completed a bachelor's degree in 4 years or less, in 5 years, or in 6 years, and the total percentage completing a bachelor's degree anywhere by June 2001, by persistence risk factors when they first enrolled

	Bachelor's degree completion rate anywhere			
	4 years or less	5 years	6 years	Total
	Beginners at private not-for-profit 4-year institutions			
Total	54.6	15.5	3.0	73.0
Number of risk factors when first enrolled				
None	59.9	15.7	2.9	78.6
One	37.1	18.3	3.0	58.4
Two or three	28.0	9.0	1.3	38.3
Four or more	14.2	7.5	7.3	29.0
High school diploma or equivalency status				
High school diploma	55.3	15.6	2.9	73.9
GED/high school equivalent*	20.8	8.7	6.1	35.6
None*	‡	‡	‡	‡
Delayed postsecondary enrollment				
Did not delay	57.5	16.4	2.8	76.7
Delayed*	33.5	8.5	4.2	46.2
Attendance status when first enrolled				
Full-time	57.1	15.3	2.8	75.2
Part-time*	13.7	18.6	6.0	38.3
Dependency status when first enrolled				
Dependent	56.5	16.0	2.9	75.4
Independent*	28.6	7.7	3.6	39.9
Number of children when first enrolled				
None	55.7	15.8	3.0	74.5
One or more*	17.5	5.8	#	23.4
Single parent status when first enrolled				
Not a single parent	55.2	15.6	3.0	73.8
Single parent*	‡	‡	‡	‡
Worked while enrolled in 1995–96				
Did not work	60.5	14.9	2.3	77.8
Worked part time	54.4	15.7	3.0	73.1
Worked full time*	27.1	14.6	4.5	46.2

‡Reporting standards not met. (Too few cases for a reliable estimate.)

#Rounds to zero.

*Risk factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Section 11: Student Characteristics and Experiences

Table 11.1-A: Distance education

- About one-fifth (20 percent) of respondents who had ever been enrolled part time had taken a distance education course, compared with 14 percent of respondents who had never been enrolled part time.
- Those students who were not continuously enrolled were more likely to have taken a distance education course than those who were continuously enrolled (22 vs. 15 percent, respectively).

Table 11.1-B: Academic performance

- Men were more likely than women to repeat a course for a higher grade (27 vs. 21 percent, respectively) and withdraw from a course they were failing (21 percent of men, 15 percent of women), while women who earned bachelor's degrees were more likely than their male counterparts to graduate with honors; 43 percent of women and 33 percent of men graduated with honors.
- About 7 percent of students who were age 30 or older when they began postsecondary education had received an incomplete or repeated a course for a higher grade, and about 5 percent had withdrawn from a course they were failing. Students who were 18, 19 or 20–23 when they began postsecondary education were more likely to have experienced academic difficulties: 19–21 percent of these age groups had received an incomplete, between 15 and 31 percent had repeated a course for a higher grade, and between 15 and 22 percent had withdrawn from a course. No differences were detected between students aged 24 to 29 and those who were 30 or older.
- Those students who attained their bachelor's degree within four years were less likely than those who took longer to attain their bachelor's degrees to have received an incomplete (7 vs. 16 percent), repeated a course (15 vs. 42 percent), or withdrawn when failing (11 vs. 24 percent).
- Students who completed their bachelor's degrees more quickly were more likely to have graduated with honors than students who took five or six years to complete their degrees; 46 percent of students who finished in four years graduated with honors compared with 31 percent of students who finished in five to six years.

Table 11.1-C: Graduate school enrollment

- About two-fifths (42 percent) of college graduates who had expected to attain a doctoral or professional degree when they began their postsecondary education in 1995–96 had enrolled in graduate school by June of 2001. While about 6 percent were just taking classes, the rest were split between master's degree programs and doctoral or professional degree programs (47 percent each).
- No differences could be detected in graduate school enrollment by dependent student family income in 1994.
- Students who were employed part time or full time while enrolled in graduate school were more likely to be enrolled in a master's degree program (74 percent of part-time and 77 percent of full-time students) than were graduate students who did not work while enrolled (38 percent). The latter were more likely to be enrolled in doctoral or professional degree programs (60 percent) than were part-time (20 percent) or full-time (6 percent) employees.

Table 11.2-A: Relationship between job in June 2001 and courses taken

- Among respondents who were employed full time, those with the lowest annual salaries (less than $20,000) were more likely than respondents who earned more than $20,000 annually to report that their coursework was unrelated to their current job (58 percent of respondents earning less than $20,000 compared with 34 percent of respondents earning between $20,000 and $60,000 and 27 percent who earned over $60,000 per year). Likewise, respondents who earned less than $20,000 per year were less likely than those earning more to report that the classes they took while enrolled were closely related to their current jobs; 27 percent of respondents earning less than $20,000 reported a close relationship between their job and classes, compared with 45–52 percent of those earning more than $20,000.
- Respondents who had not attained any degree were less likely to be working in fields related to the courses they took while enrolled. About one-half (55 percent) of respondents who had not attained a degree reported no relationship between the courses they took and their current jobs (compared with 21 to 34 percent of respondents who attained degrees). About one-half of respondents with certificates (55 percent), associate's degrees, or bachelor's degrees (53 percent each) reported a close relationship, compared with 28 percent of respondents who had no degree.
- In general, respondents whose job required a degree and respondents who were satisfied overall with their jobs were more likely to report a close relationship between their jobs and the courses they took while enrolled; 64 percent of respondents working in jobs that required a degree reported a close relationship compared with 30 percent of those whose jobs did not require a degree, and 45 percent of satisfied respondents compared with 27 percent of unsatisfied respondents reported that their jobs were related to their coursework.

Table 11.2-B: Autonomy in current job

- Among respondents who were employed by someone else full time in 2001, men reported having more autonomy in their jobs than women, with 15 percent of men reporting being basically their own boss, compared with 7 percent of females.
- In 2001, respondents working for someone else and earning over $60,000 per year were three times more likely than those earning less than $20,000 per year to report having the highest level of autonomy (18 vs. 5 percent, respectively).

Table 11.2-C: Relocated for current job

- Younger respondents were more likely to have relocated for their current job than older students; 19 percent of respondents who began postsecondary education when they were 18 years old relocated for their current job, compared with between 4 and 9 percent of respondents who began their education at age 20 or higher.
- Respondents with higher paying jobs had been more willing to move—31 percent of respondents whose annual salary in 2001 exceeded $60,000 moved for the job, compared with 11 percent of respondents earning below $20,000 annually.

Table 11.2-D: Benefits

- In 2001, most full-time employees were receiving medical insurance (88 percent) and dental or vision insurance (81 percent). About three-fourths of them were receiving retirement benefits (78 percent) and life insurance (71 percent), 40 percent were receiving stock options. About one-third (31 percent) had employer-provided flexible spending accounts, and 26 percent received a fitness benefit.
- Those respondents with higher paying jobs in 2001 (over $60,000) were more likely than those with jobs paying less than $20,000 per year to receive each benefit.
- Respondents who considered the job they had in 2001 to be the beginning of their careers were more likely to receive each benefit than those who did not see their job as the beginning of a career.

Table 11.2-E: Licenses and certifications

- Men were more likely than women to hold a professional certification (19 vs. 13 percent, respectively), but the opposite was true for occupational licensure; 23 percent of women and 19 percent of men reported holding an occupational license.
- Asian/Pacific Islander respondents were less likely than White, non-Hispanic or Hispanic respondents to hold a professional certification (7 percent vs. 16–20 percent).
- Respondents whose highest degree was a certificate in 2001 were more likely than respondents who had not attained any degree and those who had attained an associate's or a bachelor's degree to hold a professional certification (33 vs. 11–19 percent), and

more likely than those who had not attained any degree and those who had attained a bachelor's degree to hold an occupational license (39 vs. 14 and 22 percent, respectively).

Table 11.3-A: Community service

- About one-half (47 percent) of respondents who earned over $60,000 annually reported participating in community service in 2001, compared with one-quarter (25 percent) of those with salaries less than $20,000. However, those with the lowest income were more likely to volunteer more than 20 hours per month than those who earned more than $60,000 per year (25 percent vs. 10 percent).
- Respondents who had attained a bachelor's degree were more likely to participate in community service (46 percent) than those who had not attained any degree (29 percent) and those who had attained a certificate (22 percent) or an associate's degree (31 percent).
- Nearly one-half (47 percent) of respondents who last attended a private not-for-profit 4-year institution performed community service, compared with 20 to 27 percent of respondents who had attended less-than-4-year institutions, and 38 percent of respondents who had attended public 4-year institutions.
- Although no difference could be detected in community service participation by hours worked per week, full-time employees were more likely than part-time employees to volunteer less than 10 hours per month, with one-half (51 percent) of full-time employees and 38 percent of part-time employees doing so.
- Respondents who reported that volunteer work was required as a part of their education were more likely to have participated in community service activities than respondents for whom community service work was not required (42 percent vs. 32 percent).

Table 11.3-B: Type of community service

- Single, never married respondents who participated in community service were more likely than those who were married to volunteer with kids in an education-related activity—18 percent of single respondents volunteered with kids, compared with 8 to 10 percent of respondents who were married.
- Women were more likely than men to volunteer in the health services field (15 vs. 6 percent, respectively), while men (19 percent) were more likely than women (11 percent) to volunteer for neighborhood improvement or cleanup.
- Respondents who volunteered more than 20 hours per month were more likely to do other work with kids (such as coaching or mentoring) than any other volunteer activity—one-third (33 percent) volunteered with kids, compared with 4–16 percent in each of the other volunteer types.

Table 11.3-C: Voting and political participation

- Respondents who had attained bachelor's degrees were more likely than respondents who had attained certificates and those who had not attained any degree to have voted in the 2000 presidential elections (67 vs. 55–56 percent), written to a public official (15 vs. 8–12 percent), and participated in political activities (15 vs. 7–11 percent).
- Respondents who performed community service were more active in the political arena as well; 68 percent voted compared with 55 percent of non-volunteers, 23 percent wrote to public officials and 20 percent participated in political activities compared with 7 percent each of non-volunteers.

Table 11.4-A: Cumulative student loan amounts

- Fifty-five percent of students who attained associate's degrees and 59 percent of students who attained bachelor's degrees received student loans. The amounts borrowed, however, were quite different: students who attained associate's degrees borrowed an average of about $11,000, compared to the $18,000 average loan amount for bachelor's degree recipients.
- Although no difference could be detected between respondents who last attended a public institution and those who last attended a private not-for-profit institution in the proportion who borrowed, respondents who last attended private not-for-profit institutions borrowed larger amounts than those who last attended public institutions (about $19,000 and $14,000, respectively).
- Among respondents who last attended a private not-for-profit 4-year institution, one-third had undergraduate student loans of more than $20,000, compared with 5 to 18 percent of respondents who last attended public 2-year, public 4-year, or private for-profit less-than-4-year institutions.
- Respondents who took more than four years to attain their bachelor's degrees were more likely to have borrowed than respondents who graduated within the normal four years; nearly two-thirds (63 percent) of respondents who took five to six years to complete a bachelor's degree borrowed compared with 55 percent who finished in four years. However, no difference could be detected in the average amounts borrowed by the two groups.

Table 11.4-B: Student loan repayment

- One quarter (25 percent) of respondents were repaying student loans in 2001. Of these, one-half (50 percent) were paying more than $150 per month.
- Respondents who had attained bachelor's degrees were more likely to be in repayment (37 percent) than respondents who had attained no degree (14 percent), a certificate (16 percent), or an associate's degree (21 percent).

- Respondents who last attended a private not-for-profit 4-year institution were more likely to be in repayment in 2001 than respondents who last attended public 2-year or public 4-year institutions (37 percent vs. 11 and 26 percent, respectively); these respondents were paying more each month ($222 monthly, on average) than were respondents who last attended public 2-year institutions ($113 per month) and public 4-year institutions ($170 monthly).

Table 11.4-C: Number of credit cards

- Black, non-Hispanic and Hispanic respondents were more likely than White, non-Hispanic and Asian/Pacific Islander respondents to have no credit cards; 42 percent of Black, non-Hispanic and 32 percent of Hispanic respondents had no credit cards, compared with 24 percent of White, non-Hispanic and 15 percent of Asian/Pacific Islander respondents.
- About one-third (35 percent) of those who paid off their credit card balances each month had 3 or more credit cards, compared with 42 percent of those who carried balances.

Table 11.4-D: Credit card balance

- Respondents with three or more credit cards were more likely than respondents with one or two credit cards to have a balance over $2,000 (36 percent vs. 17 percent, respectively).
- Respondents who were enrolled in graduate school in 2001 were less likely than those who were not enrolled in graduate school to have a credit card balance higher than $2,000; 15 percent of graduate students had a balance over $2,000, compared with one-fourth (25 percent) of respondents who did not enroll in graduate school.
- Those student who had borrowed to finance their postsecondary education were more likely than those who had not borrowed to have a credit card balance of over $2,000; 30 percent of borrowers, compared with 18 percent of non-borrowers had balances that high.

Table 11.4-E: Lifetime learning tax credit

- Black, non-Hispanic respondents were less informed about the lifetime learning tax credit than were White, non-Hispanic students; 27 percent of Black respondents had never heard of the lifetime learning tax credits, compared with 16 percent of White students.
- Married respondents were more likely to have claimed the lifetime learning tax credit in 1999 than were single respondents (28 vs. 17 percent).

Table 11.1-A.—Percentage distribution of 1995–96 beginning postsecondary students according to distance education participation and, of those who participated, the number of courses taken as of June 2001, by selected demographic and institutional characteristics

	Ever took distance education class		Number of distance education classes taken	
	No distance education class	Took distance education class	One	More than one
Total	83.1	16.9	42.3	57.7
Gender				
Male	82.2	17.8	46.5	53.5
Female	83.8	16.2	38.3	61.7
Race/ethnicity				
White, non-Hispanic	83.2	16.8	41.7	58.3
Black, non-Hispanic	85.5	14.5	41.9	58.1
Hispanic	82.7	17.3	45.1	54.9
Asian/Pacific Islander	78.9	21.1	35.9	64.1
American Indian/Alaska Native	71.1	28.9	‡	‡
Disability reported in 2001				
No disability reported	83.3	16.7	42.5	57.5
Disability reported	79.0	21.0	54.2	45.8
Delayed postsecondary enrollment				
Did not delay	82.1	18.0	41.7	58.3
Delayed	84.2	15.8	42.4	57.7
Highest degree attained by 2001				
None	83.3	16.7	38.8	61.2
Certificate	90.9	9.1	52.5	47.5
Associate's degree	76.1	23.9	39.7	60.3
Bachelor's degree	82.0	18.1	48.0	52.0
Type of last institution attended				
Public 2-year	83.2	16.8	42.5	57.6
Public 4-year	79.8	20.2	42.9	57.1
Private not-for-profit 4-year	82.1	17.9	44.0	56.0
Private for-profit less-than-4-year	92.4	7.6	38.5	61.5
Other institutions	91.6	8.4	‡	‡
Part-time enrollment through 2001				
No part-time enrollment	86.0	14.0	46.7	53.3
Part-time enrollment	80.0	20.1	39.5	60.5
Enrollment continuity through 2001				
Continuously enrolled	85.5	14.5	39.0	61.0
Not continuously enrolled	77.7	22.3	46.6	53.4
Worked while enrolled in 1995-96				
Did not work	84.3	15.7	50.9	49.1
Worked part time	82.2	17.9	37.9	62.1
Worked full time	84.2	15.8	45.1	54.9

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.1-B.—Percentage of 1995–96 beginning postsecondary students according to postsecondary academic performance, by selected demographic and institutional characteristics

	All students				Bachelor's degree recipients only
	Took remedial courses 1995-96	Ever received an incomplete	Ever repeated course for higher grade	Ever withdrew when failing	Graduated with honors
Total	18.6	17.4	24.0	17.6	38.9
Gender					
Male	19.5	18.2	27.1	21.2	33.2
Female	17.9	16.7	21.4	14.6	43.2
Age when first enrolled					
18 years or younger	18.5	18.9	29.8	21.8	38.8
19 years	21.5	21.4	30.6	20.9	34.1
20–23 years	20.4	19.5	14.9	14.9	39.3
24–29 years	17.1	13.8	9.5	5.0	‡
30 or older	16.4	7.0	7.0	4.9	‡
Race/ethnicity					
White, non-Hispanic	17.4	16.2	22.5	16.3	38.6
Black, non-Hispanic	24.3	20.7	29.0	22.7	30.8
Hispanic	23.2	19.9	24.3	20.0	39.0
Asian/Pacific Islander	13.8	16.8	31.0	18.6	41.8
American Indian/Alaska Native	18.4	24.5	35.8	10.3	‡
Current annual salary in 2001					
Under $20,000	20.5	22.6	21.8	17.4	33.3
$20,000–60,000	17.0	15.8	22.1	17.7	34.9
Over $60,000	12.5	6.7	17.3	12.7	54.6
Disability reported in 2001					
No disability reported	18.3	17.2	24.1	17.7	38.7
Disability reported	24.2	21.7	20.6	15.2	50.5
Highest degree attained by 2001					
None	24.8	24.6	24.7	22.0	†
Certificate	7.3	9.5	8.6	4.9	†
Associate's degree	23.0	10.9	27.4	13.1	†
Bachelor's degree	11.4	10.9	28.1	17.0	38.9
Type of last institution attended					
Public 4-year	18.9	17.9	37.1	23.4	35.7
Private not-for-profit 4-year	10.9	13.2	20.0	15.4	44.2
Grade-point average in high school					
B's or less	26.3	23.8	37.7	28.2	17.4
B+ to A-	16.9	16.6	30.2	21.4	32.2
Mostly A's	6.9	11.7	19.8	12.5	49.4
Cumulative grade-point average in 2001					
B's or less	23.8	24.1	44.7	31.0	10.9
B+ to A-	13.0	11.6	18.9	11.1	53.6
Mostly A's	16.8	7.8	5.2	2.2	92.7
Years to complete bachelor's degree					
No bachelor's degree	21.6	20.1	22.3	17.8	†
4 years or less	6.7	6.5	15.2	10.6	46.4
5 to 6 years	16.6	15.8	42.3	24.0	30.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Study, Second Follow-up (BPS:96/01).

Table 11.1-C.—Percentage of 1995–96 beginning postsecondary students who completed a bachelor's degree, according to post-baccalaureate enrollment and graduate degree plans, by selected demographic and institutional characteristics

		Type of graduate program			
	Graduate enrollment	Just taking classes	Post-baccalaureate certificate	Master's degree	Doctoral/ professional degree
Total	23.6	6.4	1.5	63.1	29.0
Gender					
Male	21.2	5.2	1.1	54.9	38.8
Female	25.5	7.2	1.8	68.1	22.9
Race/ethnicity					
White, non-Hispanic	23.2	6.3	1.2	62.1	30.4
Black, non-Hispanic	26.6	6.6	#	78.0	15.4
Hispanic	20.9	10.0	5.3	63.0	21.7
Asian/Pacific Islander	28.8	5.0	#	50.3	44.7
Highest degree expectation in 1996					
Bachelor's degree or less	5.7	15.0	6.6	70.0	8.4
Post-baccalaureate certificate or master's degree	21.5	5.2	1.6	78.7	14.6
Doctoral/professional degree	42.2	5.8	0.5	46.9	46.9
Highest degree expectation in 2001					
Post-baccalaureate certificate or master's degree	14.8	8.5	2.5	87.9	1.1
Doctoral/professional degree	52.8	4.9	1.0	49.2	45.0
Grade-point average in high school					
B's or less	12.5	4.2	3.7	80.2	12.0
B+ to A-	17.5	10.6	1.4	65.9	22.2
Mostly A's	32.4	5.7	0.9	57.9	35.6
Cumulative grade-point average in 2001					
B's or less	13.4	10.5	2.4	64.3	22.8
B+ to A-	29.2	4.4	1.3	65.9	28.6
Mostly A's	42.5	6.4	1.2	57.1	35.4
Dependent family income in 1994					
Less than $25,000	22.9	7.4	0.7	65.1	26.8
$25,000–44,999	20.7	8.2	1.9	67.8	22.1
$45,000–69,999	21.6	4.0	2.7	62.9	30.4
$70,000 or greater	27.0	7.1	0.8	60.3	31.8
Number of risk factors when first enrolled					
None	24.3	6.6	1.6	63.1	28.7
One	19.9	7.4	0.6	63.4	28.5
Two or more	23.9	1.2	2.7	61.1	35.0
Graduated with honors					
Did not graduate with honors	17.2	7.8	1.4	67.1	23.8
Graduated with honors	33.7	5.5	1.6	59.3	33.5
Intensity of graduate attendance					
Part-time	100.0	2.3	2.6	93.3	1.9
Full-time	100.0	0.6	1.3	61.5	36.6
Worked while enrolled in graduate school					
Did not work	100.0	1.9	1.1	37.5	59.6
Worked part time	100.0	4.0	1.7	74.3	20.0
Worked full time	100.0	15.4	1.8	76.8	6.0

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.2-A.—Percentage distribution of 1995–96 beginning postsecondary students who were employed full time as of June 2001 (and, if enrolled, were primarily employees), according to student-reported relationship between their current job and postsecondary education, by selected demographic and institutional characteristics

	Relationship between current job and classes		
	Not related	Somewhat related	Closely related
Total	38.6	19.6	41.8
Gender			
Male	38.4	19.3	42.3
Female	38.8	20.0	41.3
Age when first enrolled			
18 years or younger	36.7	21.6	41.7
19 years	41.8	23.0	35.2
20–23 years	46.0	18.4	35.6
24–29 years	37.0	10.4	52.6
30 or older	36.7	15.3	48.0
Race/ethnicity			
White, non-Hispanic	35.7	19.3	45.1
Black, non-Hispanic	50.5	21.2	28.4
Hispanic	48.8	19.8	31.4
Asian/Pacific Islander	33.6	23.3	43.0
American Indian/Alaska Native	34.5	11.6	53.9
Current annual salary in 2001			
Under $20,000	58.1	14.5	27.4
$20,000–60,000	34.2	20.5	45.3
Over $60,000	26.5	21.4	52.1
Highest degree attained by 2001			
None	55.0	17.0	28.0
Certificate	30.5	14.7	54.9
Associate's degree	34.0	13.5	52.5
Bachelor's degree	20.6	26.6	52.7
Type of last institution attended			
Public 2-year	49.5	15.6	34.8
Public 4-year	30.3	23.5	46.2
Private not-for-profit 4-year	30.4	24.3	45.4
Private for-profit less-than-4-year	38.1	17.6	44.3
Other institutions	43.8	13.3	42.9
Autonomy in current job			
Someone else decides what you do and how you do it	56.8	15.6	27.6
Someone else decides what, you decide how	37.6	19.9	42.5
Have some freedom deciding what you do and how	35.7	20.9	43.4
You are basically your own boss	33.7	19.2	47.1
Current job requires a degree			
No degree required	50.3	19.4	30.3
Degree required	15.4	20.6	64.0
Satisfied overall with current job			
Not satisfied overall	54.7	18.0	27.2
Satisfied overall	35.0	20.2	44.8

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.2-B.—Percentage distribution of 1995–96 beginning postsecondary students who were employed full time and were not self-employed as of June 2001 (and, if enrolled, were primarily employees), according to student-reported autonomy in their current job, by selected demographic and institutional characteristics

	Autonomy in current job			
	Someone else decides what you do and how you do it	Someone else decides what, you decide how	Have some freedom in deciding what you do and how	You are basically your own boss
Total	10.2	29.3	49.3	11.2
Gender				
Male	9.3	27.9	47.5	15.3
Female	11.2	30.8	51.1	7.0
Age when first enrolled				
18 years or younger	9.2	31.0	50.5	9.3
19 years	16.6	26.2	48.8	8.4
20–23 years	8.7	22.4	57.9	11.0
24–29 years	9.0	25.8	40.5	24.7
30 or older	12.5	30.2	42.6	14.8
Race/ethnicity				
White, non-Hispanic	9.6	28.1	52.0	10.3
Black, non-Hispanic	11.9	30.5	38.9	18.8
Hispanic	10.8	36.8	45.3	7.2
Asian/Pacific Islander	16.4	29.2	40.1	14.3
American Indian/Alaska Native	2.9	36.2	52.2	8.7
Current annual salary in 2001				
Under $20,000	19.1	30.5	45.1	5.3
$20,000–60,000	8.3	28.9	51.0	11.8
Over $60,000	4.0	28.4	49.7	18.0
Highest degree attained by 2001				
None	13.8	27.2	46.0	13.0
Certificate	6.6	28.9	49.8	14.7
Associate's degree	9.8	24.6	52.5	13.1
Bachelor's degree	7.0	33.4	52.6	7.0
Type of last institution attended				
Public 2-year	13.1	27.9	45.9	13.0
Public 4-year	8.0	30.7	52.2	9.1
Private not-for-profit 4-year	7.3	30.0	54.1	8.6
Private for-profit less-than-4-year	11.8	30.3	45.8	12.1
Other institutions	10.7	28.3	42.7	18.3
Relationship between current job and classes				
Not related	15.3	29.0	45.8	9.9
Somewhat related	8.0	29.3	51.9	10.7
Closely related	6.7	29.6	51.2	12.5
Considers current job beginning of career				
Not beginning of career	16.5	31.5	43.0	9.0
Beginning of career	7.6	28.4	52.3	11.8
Current job requires a degree				
No degree required	12.5	28.2	47.8	11.6
Degree required	5.9	31.6	52.1	10.5

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.2-C.—Percentage distribution of 1995–96 beginning postsecondary students who were employed full time and were not self-employed as of June 2001 (and, if enrolled, were primarily employees), according to whether the student relocated for the current job, by selected demographic and institutional characteristics

	Relocated for current job	
	Relocated	Did not relocate
Total	15.2	84.8
Gender		
Male	16.5	83.5
Female	13.8	86.2
Age when first enrolled		
18 years or younger	19.4	80.7
19 years	15.0	85.0
20–23 years	7.1	92.9
24–29 years	8.8	91.2
30 or older	4.2	95.8
Race/ethnicity		
White, non-Hispanic	15.9	84.1
Black, non-Hispanic	11.2	88.8
Hispanic	11.0	89.0
Asian/Pacific Islander	22.3	77.7
American Indian/Alaska Native	19.0	81.0
Current annual salary in 2001		
Under $20,000	10.8	89.2
$20,000–60,000	15.8	84.3
Over $60,000	30.8	69.2
Highest degree attained by 2001		
None	8.4	91.7
Certificate	7.5	92.5
Associate's degree	16.0	84.0
Bachelor's degree	26.6	73.4
Type of last institution attended		
Public 2-year	7.6	92.4
Public 4-year	22.9	77.1
Private not-for-profit 4-year	22.7	77.3
Private for-profit less-than-4-year	5.7	94.3
Other institutions	13.3	86.7
Relationship between current job and classes		
Not related	12.9	87.1
Somewhat related	13.4	86.6
Closely related	18.1	81.9
Considers current job beginning of career		
Not beginning of career	11.1	88.9
Beginning of career	17.1	82.9
Current job requires a degree		
No degree required	10.7	89.3
Degree required	23.9	76.1
Autonomy in current job		
Someone else decides what you do and how you do it	14.4	85.6
Someone else decides what, you decide how	17.1	82.9
Have some freedom deciding what you do and how	15.4	84.6
You are basically your own boss	9.8	90.2

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.2-D.—Percentage of 1995–96 beginning postsecondary students who were employed full time as of June 2001 (and, if enrolled, were primarily employees), according to the employer-provided benefits in the current job, by selected demographic and institutional characteristics

	Currently receive benefits						
	Medical insurance	Dental/vision insurance	Retirement benefits	Life insurance	Stock options	Flex accounts	Fitness benefit
Total	88.2	80.8	77.9	71.3	40.3	31.3	25.6
Gender							
Male	89.6	82.5	78.3	72.3	39.9	30.5	28.3
Female	86.7	79.0	77.5	70.2	40.7	32.0	22.8
Age when first enrolled							
18 years or younger	88.4	81.3	79.0	70.6	38.4	31.8	27.8
19 years	89.5	79.2	76.9	72.0	46.7	31.3	31.0
20–23 years	84.6	78.5	73.4	65.5	41.7	21.9	20.0
24–29 years	88.4	81.4	79.0	76.1	44.8	28.2	23.9
30 or older	87.2	80.5	80.3	75.7	43.8	37.2	15.6
Race/ethnicity							
White, non-Hispanic	88.8	81.3	79.8	72.4	38.7	31.7	26.0
Black, non-Hispanic	83.4	78.2	75.4	72.9	52.4	32.1	24.8
Hispanic	88.5	80.4	71.8	64.7	38.4	21.9	22.2
Asian/Pacific Islander	87.0	78.1	72.0	64.4	40.5	39.7	32.6
American Indian/Alaska Native	95.5	82.8	56.3	58.1	37.6	36.1	15.5
Current annual salary in 2001							
Under $20,000	75.2	64.3	58.4	53.0	30.1	15.3	14.0
$20,000–60,000	91.0	84.1	82.2	75.1	41.3	33.9	28.2
Over $60,000	98.6	96.5	96.0	81.3	60.1	60.5	39.8
Highest degree attained by 2001							
None	86.0	79.9	75.6	70.5	42.0	28.7	22.8
Certificate	86.6	76.0	75.1	66.9	49.6	29.5	14.6
Associate's degree	89.4	81.3	81.2	75.0	37.3	25.6	29.3
Bachelor's degree	91.2	83.5	81.2	72.9	35.5	36.7	32.3

See footnotes at end of table.

Table 11.2-D.—Percentage of 1995–96 beginning postsecondary students who were employed full time as of June 2001 (and, if enrolled, were primarily employees), according to the employer-provided benefits in the current job, by selected demographic and institutional characteristics —Continued

	Currently receive benefits						
	Medical insurance	Dental/vision insurance	Retirement benefits	Life insurance	Stock options	Flex accounts	Fitness benefit
Type of last institution attended							
Public 2-year	85.4	78.5	77.2	70.7	42.3	29.0	22.3
Public 4-year	89.7	82.5	80.2	72.3	38.9	36.1	28.2
Private not-for-profit 4-year	91.7	83.7	77.6	70.5	34.5	34.5	33.4
Private for-profit less-than-4-year	85.9	76.6	74.7	69.3	45.0	22.9	19.4
Other institutions	90.3	83.8	73.5	72.9	46.7	21.8	20.6
Autonomy in current job							
Someone else decides what you do and how to do it	87.3	79.8	77.8	73.6	40.6	27.3	27.0
Someone else decides what, you decide how	90.0	80.6	80.0	75.3	40.8	30.4	27.8
Have some freedom deciding what you do and how	87.2	81.0	77.6	68.3	39.5	31.5	25.2
You are basically your own boss	88.3	81.4	74.0	71.7	42.1	36.6	20.3
Relationship between current job and classes							
Not related	84.4	76.7	72.0	65.1	41.1	26.1	23.0
Somewhat related	91.7	85.3	80.7	74.7	42.9	32.3	30.4
Closely related	89.9	82.3	81.9	75.2	38.3	35.5	25.6
Considers current job beginning of career							
Not beginning of career	82.6	74.4	69.6	61.9	36.3	22.6	19.7
Beginning of career	90.5	83.5	81.6	75.3	41.9	35.4	28.3
Current job requires a degree							
No degree required	86.5	79.3	74.8	69.2	41.8	28.2	22.3
Degree required	91.5	83.8	84.0	75.3	37.4	37.2	31.8
Satisfied overall with current job							
Not satisfied overall	77.3	70.6	67.8	60.6	29.4	20.0	17.2
Satisfied overall	90.1	82.6	79.7	73.1	42.3	33.5	27.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 11.2-E.—Percentage of 1995–96 beginning postsecondary students who were employed full time as of June 2001 (and, if enrolled, were primarily employees), according to occupational licensure and professional certification, by selected demographic and institutional characteristics

	Holds professional certification*	Holds occupational license*
Total	16.0	20.7
Gender		
Male	18.8	18.5
Female	13.2	22.9
Age when first enrolled		
18 years or younger	13.6	17.9
19 years	18.2	19.3
20–23 years	19.4	25.1
24–29 years	18.3	24.9
30 or older	21.7	29.5
Race/ethnicity		
White, non-Hispanic	16.1	22.0
Black, non-Hispanic	15.9	21.3
Hispanic	20.1	11.9
Asian/Pacific Islander	6.5	14.2
American Indian/Alaska Native	12.8	22.1
Current annual salary in 2001		
Under $20,000	12.7	18.2
$20,000–60,000	17.1	20.9
Over $60,000	23.4	24.3
Highest degree attained by 2001		
None	14.5	13.7
Certificate	32.9	39.4
Associate's degree	18.9	25.4
Bachelor's degree	10.8	21.7
Type of last institution attended		
Public 2-year	16.2	18.8
Public 4-year	12.9	18.6
Private not-for-profit 4-year	12.2	21.5
Private for-profit less-than-4-year	26.0	28.6
Other institutions	27.2	28.1
Ever attended public 2-year institution		
Never attended public 2-year institution	16.8	21.7
Attended public 2-year institution	15.3	19.8
Current job requires a degree		
No degree required	14.9	13.4
Degree required	17.5	32.2

*A professional certification allows an employee to qualify for or advance in an occupational area, but is not required by law before actually beginning work. An occupational license, however, is required by federal, state, or local government before practicing in a profession.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.3-A.—Percentage of 1995–96 beginning postsecondary students according to participation in community service activities in 2001 and, of those who participated, hours per month volunteered, by selected demographic and institutional characteristics

		Hours per month volunteered		
	Performed community service	Less than 10 hours per month	10–20 hours per month	More than 20 hours per month
Total	33.1	48.7	33.6	17.7
Gender				
Male	31.0	49.3	30.2	20.5
Female	34.9	48.2	36.1	15.7
Age when first enrolled				
18 years or younger	36.1	51.3	33.2	15.6
19 years	28.2	51.9	31.2	16.8
20–23 years	30.0	37.4	35.9	26.8
24–29 years	27.1	37.8	33.3	28.9
30 or older	31.4	50.9	36.1	13.1
Race/ethnicity				
White, non-Hispanic	35.0	50.2	32.3	17.4
Black, non-Hispanic	28.0	42.7	33.1	24.2
Hispanic	26.7	45.8	37.6	16.6
Asian/Pacific Islander	31.8	46.4	42.6	11.0
American Indian/Alaska Native	50.8	‡	‡	‡
Current annual salary in 2001				
Under $20,000	25.3	40.4	34.3	25.4
$20,000–60,000	33.3	50.8	34.4	14.7
Over $60,000	47.3	55.8	34.5	9.8
Disability reported in 2001				
No disability reported	33.1	48.6	34.0	17.4
Disability reported	34.4	47.3	27.5	25.2
Highest degree attained by 2001				
None	28.9	43.2	34.9	21.9
Certificate	21.8	55.8	24.2	19.9
Associate's degree	31.3	50.3	29.2	20.5
Bachelor's degree	45.5	52.8	35.2	12.0
Type of last institution attended				
Public 2-year	27.1	43.7	31.7	24.6
Public 4-year	37.7	50.2	35.6	14.2
Private not-for-profit 4-year	47.0	51.9	34.5	13.6
Private for-profit less-than-4-year	20.3	49.5	31.4	19.1
Other institutions	24.2	48.6	26.8	24.6
Hours worked per week in 2001				
Part-time	31.1	38.3	40.3	21.5
Full-time	31.8	51.0	33.2	15.8
Service required for education				
No service required	32.1	50.1	32.9	17.0
Service required	41.7	38.8	38.7	22.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.3-B.—Percentage of 1995–96 beginning postsecondary students who participated in community service in 2001, according to type of volunteer activity, by selected demographic and institutional characteristics

	Type of community service activity						
	Work with kids–education related	Other work with kids*	Fundraising	Homeless or crisis center	Neighborhood improvement	Health services	Service to church
Total	14.6	22.9	12.0	11.3	14.2	11.5	13.6
Gender							
Male	11.7	26.4	12.1	10.8	19.3	6.1	13.7
Female	16.6	20.5	11.9	11.7	10.7	15.2	13.5
Age when first enrolled							
18 years or younger	16.7	22.4	11.2	12.9	14.5	10.9	11.6
19 years	9.4	19.0	16.0	10.0	18.4	13.6	13.7
20–23 years	8.6	29.3	7.0	9.8	19.1	9.4	16.9
24–29 years	9.7	26.8	12.6	7.4	2.2	15.5	25.7
30 or older	16.6	21.2	14.5	7.9	7.4	13.6	18.9
Race/ethnicity							
White, non-Hispanic	13.1	24.0	12.5	11.3	14.4	11.4	13.2
Black, non-Hispanic	20.4	19.7	9.3	11.0	11.9	11.6	16.1
Hispanic	16.7	26.1	5.9	12.3	17.7	10.7	10.7
Asian/Pacific Islander	14.9	12.1	26.7	11.1	8.8	17.5	8.9
Current annual salary in 2001							
Under $20,000	14.1	25.0	12.6	9.3	10.0	11.2	17.8
$20,000–60,000	13.5	23.6	14.6	11.5	15.9	8.5	12.3
Over $60,000	5.2	11.3	25.3	10.6	22.4	13.1	12.2
Marital status in 2001							
Single, never married	17.9	22.9	11.4	14.1	14.0	10.4	9.3
Single, has been married	7.5	23.4	20.4	7.2	15.4	15.4	10.7
Married	9.9	22.6	11.0	6.8	14.3	12.9	22.4

See footnotes at end of table.

Table 11.3-B.—Percentage of 1995–96 beginning postsecondary students who participated in community service in 2001, according to type of volunteer activity, by selected demographic and institutional characteristics—Continued

	Type of community service activity						
	Work with kids–education related	Other work with kids*	Fundraising	Homeless or crisis center	Neighborhood improvement	Health services	Service to church
Highest degree attained by 2001							
None	11.2	25.4	12.5	9.7	14.1	12.7	14.6
Certificate	4.3	24.2	22.4	10.0	8.5	12.7	17.8
Associate's degree	19.6	16.7	7.4	12.1	15.6	14.0	14.7
Bachelor's degree	18.4	21.5	10.8	12.9	15.0	9.8	11.7
Type of last institution attended							
Public 2-year	12.6	26.3	14.5	8.9	9.8	13.5	14.4
Public 4-year	15.8	23.2	9.7	13.7	15.6	11.3	10.8
Private not-for-profit 4-year	18.2	20.7	13.3	9.4	14.5	10.5	13.4
Private for-profit less-than-4-year	6.4	19.9	9.4	14.4	21.3	9.0	19.6
Other institutions	3.4	15.2	20.2	4.6	10.1	14.2	32.3
Hours per month volunteered							
Less than 10	14.9	18.4	11.8	10.9	17.8	10.7	15.5
10 to 20	19.3	27.1	6.9	9.4	10.6	11.9	14.8
More than 20	12.7	33.1	8.3	13.8	4.2	16.2	11.8
Service required for education							
No service required	13.3	23.1	12.6	11.1	15.2	10.1	14.7
Service required	22.6	21.6	8.2	12.6	8.3	20.4	6.3

*Includes coaching, mentoring, scouts, Big Brother/Big Sister, and other non-education-related activities with kids.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.3-C.—Percentage of 1995–96 beginning postsecondary students according to voting and political participation in 2001, by selected demographic and institutional characteristics

	Voted in 2000 elections*	Wrote a public official	Participated in political activities
Total	59.3	12.6	10.9
Gender			
Male	57.8	13.0	12.6
Female	60.5	12.2	9.4
Age when first enrolled			
18 years or younger	59.2	13.0	12.5
19 years	52.9	9.6	9.5
20–23 years	60.6	12.8	11.1
24–29 years	53.2	7.7	6.8
30 or older	69.5	16.0	7.4
Race/ethnicity			
White, non-Hispanic	60.9	14.0	11.6
Black, non-Hispanic	64.4	8.0	8.7
Hispanic	49.4	9.3	9.9
Asian/Pacific Islander	38.9	8.7	9.3
American Indian/Alaska Native	71.5	32.8	10.3
Current annual salary in 2001			
Under $20,000	54.9	8.6	7.8
$20,000–60,000	60.3	12.8	10.8
Over $60,000	64.8	17.2	23.4
Marital status in 2001			
Single, never married	58.2	12.4	12.4
Single, has been married	59.3	14.2	10.0
Married	61.4	12.2	8.1
Highest degree attained by 2001			
None	55.4	12.0	10.5
Certificate	56.2	8.1	6.6
Associate's degree	59.0	12.7	5.9
Bachelor's degree	67.2	15.4	14.9
Currently enrolled in graduate school			
Not currently enrolled	58.5	12.2	10.5
Currently enrolled	73.1	18.3	16.8
Be leader in community			
Not important	53.0	8.4	5.3
Somewhat important	59.0	13.1	10.9
Very important	68.8	17.7	19.0
Influence political structure			
Not important	52.5	7.4	5.1
Somewhat important	65.9	16.0	14.7
Very important	73.1	29.1	29.3
Performed community service in 2001			
Did not volunteer	54.8	7.2	6.6
Volunteered	68.1	23.4	19.5

*Citizens only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.4-A.—Percentage of 1995–96 beginning postsecondary students according to undergraduate borrowing status, average undergraduate loan amount, and distribution of loan amounts as of June 2001, by selected demographic and enrollment characteristics

	Percentage with undergraduate student loans	Average undergraduate student loan amount	Amount borrowed Less than $7,000	$7,000–14,000	$14,001–20,000	More than $20,000
Total	51.2	$14,091	31.3	25.4	23.8	19.6
Gender						
Male	50.7	14,406	29.9	26.8	23.0	20.3
Female	51.6	13,826	32.5	24.1	24.5	18.9
Race/ethnicity						
White, non-Hispanic	50.6	14,160	30.1	26.5	24.1	19.3
Black, non-Hispanic	60.2	14,564	30.9	24.4	20.5	24.3
Hispanic	46.9	11,866	43.3	22.0	21.9	12.9
Asian/Pacific Islander	53.6	15,345	26.3	17.9	34.0	21.8
American Indian/Alaska Native	84.0	‡	‡	‡	‡	‡
Delayed postsecondary enrollment						
Did not delay	53.4	14,667	28.1	25.6	25.7	20.6
Delayed	44.6	12,436	40.1	24.6	18.2	17.0
Dependency status when first enrolled						
Dependent	52.3	14,345	29.9	25.1	25.3	19.7
Independent	45.3	12,583	39.5	27.5	14.5	18.6
Current annual salary in 2001						
Under $20,000	54.0	12,642	37.1	23.5	21.9	17.5
$20,000–60,000	51.3	14,919	26.2	27.0	25.1	21.7
Over $60,000	42.9	17,583	24.0	14.0	34.0	28.0
Highest degree attained by 2001						
None	45.3	10,907	48.1	24.4	15.2	12.3
Certificate	31.7	8,668	55.0	24.3	8.8	11.9
Associate's degree	55.2	10,788	42.0	27.4	21.9	8.6
Bachelor's degree	58.5	17,618	14.9	25.6	31.6	28.0
Type of last institution attended						
Public 2-year	29.0	6,999	67.1	22.8	5.4	4.6
Public 4-year	56.7	13,818	28.1	28.7	25.2	18.0
Private not-for-profit 4-year	63.5	19,290	15.2	19.4	32.6	32.8
Private for-profit less-than-4-year	62.1	10,494	36.6	39.9	15.4	8.2
Other institutions	43.8	13,880	34.1	18.5	28.6	18.9
6-year attainment and enrollment status						
Attained, still enrolled	55.9	12,663	42.6	16.2	20.4	20.8
Attained, not enrolled	54.7	16,294	19.1	27.5	29.6	23.8
No degree, still enrolled	50.5	11,178	45.0	26.0	17.3	11.8
No degree, not enrolled	38.5	10,363	53.9	21.5	11.8	12.9
Years to complete bachelor's degree						
No bachelor's degree	45.6	10,673	47.3	25.1	16.3	11.3
4 years or less	54.6	18,056	12.6	24.7	36.1	26.7
5 to 6 years	62.5	17,236	16.8	26.4	27.6	29.2
Graduate enrollment						
No graduate enrollment	51.1	13,757	32.9	25.6	22.6	19.0
Graduate enrollment	52.0	17,028	17.5	23.6	34.5	24.5

‡Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

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Table 11.4-B.—Percentage of 1995–96 beginning postsecondary students according to undergraduate student loan repayment status and average monthly loan payment in 2001, by selected demographic and enrollment characteristics

	Percentage currently repaying loans	Average monthly student payment	Amount repaying: Less than $75 per month	Amount repaying: $75–150 per month	Amount repaying: More than $150 per month
Total	24.9	$179	19.5	30.7	49.8
Gender					
Male	24.7	178	17.9	32.8	49.3
Female	25.1	180	20.9	28.9	50.2
Race/ethnicity					
White, non-Hispanic	25.5	182	17.2	31.5	51.4
Black, non-Hispanic	21.7	152	29.3	31.6	39.1
Hispanic	21.7	162	26.3	32.0	41.7
Asian/Pacific Islander	29.4	211	16.1	19.1	64.9
American Indian/Alaska Native	50.4	‡	‡	‡	‡
Delayed postsecondary enrollment					
Did not delay	27.6	186	18.2	29.1	52.7
Delayed	16.9	142	27.4	39.1	33.5
Dependency status when first enrolled					
Dependent	26.8	183	18.7	29.9	51.4
Independent	15.4	143	26.1	38.0	35.9
Current annual salary in 2001					
Under $20,000	25.7	149	24.0	38.3	37.7
$20,000–60,000	36.3	189	16.4	28.0	55.6
Over $60,000	33.0	262	12.9	26.0	61.1
Highest degree attained by 2001					
None	13.5	131	34.4	36.2	29.5
Certificate	16.0	127	29.5	31.0	39.5
Associate's degree	21.4	137	21.7	42.5	35.8
Bachelor's degree	37.4	204	13.8	27.1	59.1
Type of last institution attended					
Public 2-year	10.9	113	39.6	43.0	17.4
Public 4-year	25.7	170	20.3	31.0	48.7
Private not-for-profit 4-year	37.2	222	11.0	24.2	64.7
Private for-profit less-than-4-year	36.5	133	27.0	38.2	34.7
Other institutions	23.2	194	15.4	23.9	60.7
6-year attainment and enrollment status					
Attained, still enrolled	10.4	148	18.8	44.8	36.4
Attained, not enrolled	35.6	194	15.5	28.5	56.0
No degree, still enrolled	7.5	126	42.7	28.6	28.7
No degree, not enrolled	21.7	133	30.5	39.8	29.8
Years to complete bachelor's degree					
No bachelor's degree	15.4	132	30.2	37.3	32.5
4 years or less	37.9	208	13.1	27.1	59.8
5 to 6 years	37.0	200	14.5	27.2	58.3
Graduate enrollment					
No graduate enrollment	26.0	176	19.9	30.9	49.2
Graduate enrollment	14.9	228	13.5	27.9	58.6

‡Reporting standards not met. (Too few cases for a reliable estimate.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.4-C.—Percentage distribution of 1995–96 beginning postsecondary students according to number of credit cards in 2001, by selected student characteristics

	Number of credits cards in 2001		
	None	One or two	Three or more
Total	26.2	45.4	28.4
Gender			
Male	26.8	46.7	26.6
Female	25.7	44.3	30.0
Race/ethnicity			
White, non-Hispanic	23.5	48.4	28.1
Black, non-Hispanic	41.5	32.9	25.7
Hispanic	31.6	39.8	28.6
Asian/Pacific Islander	14.9	47.1	38.1
American Indian/Alaska Native	35.7	40.3	24.0
Current annual salary in 2001			
Under $20,000	35.7	40.7	23.6
$20,000–60,000	21.0	45.7	33.3
Over $60,000	9.3	57.7	33.0
Marital status in 2001			
Single, never married	24.1	45.0	30.8
Single, has been married	36.3	40.0	23.7
Married	27.8	47.4	24.8
Highest degree attained by 2001			
None	32.1	41.2	26.7
Certificate	35.9	40.6	23.5
Associate's degree	26.9	44.8	28.4
Bachelor's degree	12.4	54.4	33.2
Type of last institution attended			
Public 2-year	32.4	41.8	25.8
Public 4-year	17.3	49.0	33.7
Private not-for-profit 4-year	17.8	54.6	27.7
Private for-profit less-than-4-year	43.0	35.0	22.1
Other institutions	37.9	38.1	24.0
Currently enrolled in graduate school			
Not currently enrolled	27.2	44.7	28.1
Currently enrolled	9.5	57.2	33.3
Pay off credit card balance each month			
Payoff balances	†	65.3	34.7
Carry balances	†	58.3	41.7
Borrowed student loans			
Did not borrow student loans	19.6	51.5	28.9
Borrowed student loans	20.1	47.5	32.3
Repaying student loans			
Not repaying student loans	21.1	48.8	30.0
Repaying student loans	16.8	50.6	32.7

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.4-D.—Percentage distribution of 1995–96 beginning postsecondary students according to credit card balance in 2001, by selected student characteristics

	Credit card balance due last statement			
	Zero	Under $500	$500–2,000	Over $2,000
Total	49.1	7.4	19.5	24.0
Gender				
Male	52.5	6.6	17.7	23.2
Female	46.2	8.1	21.0	24.7
Race/ethnicity				
White, non-Hispanic	50.6	6.8	17.8	24.8
Black, non-Hispanic	34.1	12.8	32.0	21.0
Hispanic	42.2	8.9	25.9	23.1
Asian/Pacific Islander	59.8	4.5	15.4	20.3
American Indian/Alaska Native	59.7	7.0	1.8	31.4
Current annual salary in 2001				
Under $20,000	35.7	10.2	26.4	27.7
$20,000–60,000	51.2	5.8	17.8	25.2
Over $60,000	65.9	1.0	14.1	19.0
Marital status in 2001				
Single, never married	49.6	7.7	19.4	23.3
Single, has been married	35.2	9.3	28.3	27.2
Married	50.9	6.5	17.7	25.0
Highest degree attained by 2001				
None	40.4	10.3	22.3	27.0
Certificate	49.0	8.1	21.7	21.3
Associate's degree	50.9	6.3	17.8	25.0
Bachelor's degree	58.9	4.1	16.1	20.9
Type of last institution attended				
Public 2-year	40.0	9.6	24.9	25.6
Public 4-year	51.2	5.8	17.4	25.6
Private not-for-profit 4-year	58.3	5.5	16.8	19.4
Private for-profit less-than-4-year	47.4	12.3	19.2	21.1
Other institutions	54.4	7.2	14.7	23.8
Currently enrolled in graduate school				
Not currently enrolled	47.7	7.6	20.1	24.7
Currently enrolled	67.4	5.2	12.1	15.4
Number of credit cards 2001				
None	†	†	†	†
One or two	51.8	9.4	22.2	16.6
Three or more	44.6	4.3	15.0	36.2
Borrowed student loans				
Did not borrow student loans	59.6	6.6	15.4	18.3
Borrowed student loans	41.4	7.2	21.5	29.9
Repaying student loans				
Not repaying student loans	51.8	7.3	18.0	23.0
Repaying student loans	47.4	5.8	19.8	27.0

†Not applicable.

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table 11.4-E.—Percentage distribution of 1995–96 beginning postsecondary students according to lifetime learning tax credit claims, by selected student characteristics

	Claimed lifetime learning tax credit in 1999		
	Never heard of it	Did not claim credit	Claimed credit
Total	17.7	62.6	19.7
Gender			
Male	18.5	62.2	19.2
Female	17.0	62.9	20.2
Age when first enrolled			
18 years or younger	19.2	61.9	18.9
19 years	13.3	69.3	17.4
20–23 years	16.0	57.4	26.6
24–29 years	16.5	53.6	29.8
30 or older	17.8	64.3	18.0
Race/ethnicity			
White, non-Hispanic	16.3	62.9	20.8
Black, non-Hispanic	26.5	56.6	17.0
Hispanic	18.7	63.5	17.8
Asian/Pacific Islander	19.1	67.9	13.0
American Indian/Alaska Native	‡	‡	‡
Current annual salary in 2001			
Under $20,000	20.6	64.7	14.7
$20,000–60,000	16.3	61.6	22.2
Over $60,000	15.4	55.6	29.0
Marital status in 2001			
Single, never married	18.5	64.3	17.2
Single, has been married	11.4	71.8	16.9
Married	16.6	55.5	27.9
Highest degree attained by 2001			
None	17.3	65.5	17.2
Certificate	20.9	52.9	26.2
Associate's degree	14.8	62.7	22.4
Bachelor's degree	18.4	61.4	20.2

‡Reporting standards not met. (Too few cases for a reliable estimate.)

NOTE: Details may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Appendix A—Glossary

This glossary describes the variables used in this report. The variables were taken directly from the BPS:1996/2001 Data Analysis System (DAS), an NCES software application that generates tables from the BPS:1996/2001 data. A description of the DAS software can be found in appendix B.

In the index below, the variables are organized by general topic and, within topic, listed in the order in which they appear in the tables. The glossary is in alphabetical order by variable name (displayed in capital letters to the right of the label).

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Program/field at first institution	PGM1Y1
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Highest degree expectation in 2001	QFHIDEG

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1998–99	PROUTYX4
1999–2000	PROUTYX5
2000–01	PROUTYX6
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1995–96	PROUFIY1
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1997–98	PROUFIY3
1998–99	PROUFIY4
1999–2000	PROUFIY5
2000–01	PROUFIY6
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1998–99	PR4YRY4
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2000–01	PR4YRY6

Degree Completion

Highest degree attained by 2001	DGREHI2B
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Number of risk factors when first enrolled	SBRSK1Y1
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Disability reported in 2001	QFDIS01
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EDUCATION EXPERIENCES

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Cumulative grade-point average in 2001	SEGPA2B
Ever received an incomplete	QCUGEX1
Ever repeated course for higher grade	QCUGEX2
Ever withdrew when failing	QCUGEX3
Graduated with honors	QCUGEX4
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Number of distance education classes taken	QCDISTED
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Type of graduate program	GFDEG2B
Worked while enrolled in graduate school	QDWKHR1

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Considers current job beginning of career	QECARRC
Relationship between current job and classes	QERELC
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Fitness benefit	QEBN10C
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Hours per month volunteered	QFVOLTM
Type of community service activity	QFVOL1
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Wrote a public official	QFCORRSP
Influence political structure	QFIMP04
Be leader in community	QFIMP01

STUDENT FINANCES

Percentage with undergraduate student loans	QCUGLN
Average undergraduate student loan amount	QCUGLN
Amount borrowed (categories)	QCUGLN
Borrowed student loans (categories)	QCUGLN
Percentage currently repaying loans	QCRPYAMT
Average monthly student payment	QCRPYAMT
Amount repaying (categories)	QCRPYAMT
Pay off credit card balance each month	QFPAYOFF
Repaying student loans	QCREPAY
Number of credit cards in 2001	QFCRDNM
Credit card balance due last statement	QFCRDBAL
Claimed lifetime learning tax credit in 1999	QCLLUG99

	DAS Variable
Degree goal in 1995–96	**DGEXPY1**

Highest degree expected at the first institution attended in 1995–96.

None
Certificate
Associate's degree
Bachelor's degree

Degree plans at first institution	**DGPGMY1**

First type of degree program at the first institution attended in 1995–96 as reported by the student. When student-reported degree program was missing or contradictory, information reported by the institution (regarding the student's degree program and level of degrees actually offered) and student-reported degree expectation and field of study was used.

Certificate
Associate's degree
Bachelor's degree

First degree attained by 2001	**DGRE2B**

First type of degree attained by June 2001.

None
Certificate
Associate's degree
Bachelor's degree

Highest degree attained by 2001	**DGREHI2B**

Highest type of undergraduate degree attained by June 2001.

None
Certificate
Associate's degree
Bachelor's degree

DAS Variable

Any degrees attained
Combination of degrees attained
Degree attainment through 2001 **DGRETY2B**

Types of degrees attained by June 2001. Variables were grouped in various ways to produce the categories listed below.

Associate's degree or bachelor's degree

Associate's degree, no bachelor's degree
Associate's degree and bachelor's degree
Bachelor's degree, no associate's degree

Attained associate's
Attained bachelor's
Attained associate's and bachelor's

Ever took distance education class **DITOOK2B**

Indicates whether student reported ever taking a distance education class, as of 2001.

No distance education class
Took distance education class

Bachelor's degree completion rate at first institution **ELFIBA2B**

Number of months elapsed from the first month enrolled through the month the first bachelor's degree was attained at the first institution, as of June 2001.

4 years or less	48 months or less
5 to 6 years	49 months or more

4 years or less	48 months or less
5 years	49–60 months
6 years	61 months or more

Years to complete associate's degree **ELFMAA2B**

Number of months elapsed from the first month enrolled through the month the first associate's degree was attained, as of June 2001.

2 years or less	23 months or less
2 to 3 years	24–35 months
More than 3 years	36 months or more

DAS Variable

Years to complete bachelor's degree **ELFMBA2B**
Bachelor's degree completion rate anywhere

Number of months elapsed from the first month enrolled through the month the first bachelor's degree was attained.

No bachelor's degree	0 month
4 years or less	48 months or less
5 to 6 years	49 months or more
4 years or less	48 months or less
5 years	49–60 months
6 years	61 months or more

Delayed postsecondary enrollment **ENDELAY**

Indicates whether student delayed enrollment in postsecondary education, as determined by receipt of a high school diploma prior to 1995 or reaching the age of 20 before December 31, 1995.

Did not delay
Delayed

Academic year last enrolled at first institution **ENDTFI2B**

The last academic year the student was enrolled at the first institution. An academic year is defined as months from July of the first year through June of next year.

1995–1996
1996–1997
1997–1998
1998–1999
1999–2000
2000–2001

Ever co-enrolled **ENEVSI2B**
Co-enrollment at two institutions

Indicates whether student ever simultaneously enrolled at more than one institution for at least one month, as of June 2001.

Never co-enrolled
Sometimes co-enrolled

Attendance status when first enrolled **ENINFM**

Attendance status of the first month enrolled in 1995–96.

Full-time
Part-time

DAS Variable

Attendance intensity—first institution spell **ENIPSI2B**

Pattern of attendance intensity for all months enrolled during the first institutional spell as of June 2001.

Always full-time
Mixed
Always part-time

Attendance intensity through 2001 **ENIPTT2B**

Pattern of attendance intensity for all months in any institutions enrolled as of June 2001.

Always full-time
Mixed
Always part-time

Number of institutions attended **ENNI2B**

Number of institutions attended as an undergraduate as of June 2001. Includes transfers and co-enrollment.

One
Two
Three or more

Part-time enrollment through 2001 **ENPTTT2B**

Number of months enrolled part-time at any institutions as of June 2001.

No part-time enrollment
Part-time enrollment

Ever attended public 2-year institution **ENPU2Y2B**

Indicates whether or not the students had ever enrolled at a public 2-year institution as an undergraduate.

Never attended public 2-year institution
Attended public 2-year institution

Enrollment continuity through 2001 **ENSENU2B**

Number of enrollment spells at any institution through June 2001. An enrollment spell is defined as a period of continuous enrollment without a break of more than four months. Students with two or more enrollment spells are stopouts.

Continuously enrolled	Student was continuously enrolled without any interruption of more than 4 months.
Two enrollment spells	Student had two enrollment spells (was not continuously enrolled) through June 2001 (one stopout period).

Three or more enrollment spells	Student had three or more enrollment spells (was not continuously enrolled) through June 2001 (more than one stopout period).
Not continuously enrolled	Student had one or more stopout periods before June 2001. This category combines "Two enrollment spells" and "Three or more enrollment spells" listed above.

Enrollment continuity at first institution **ENSINU2B**

Number of enrollment spells at the first institution through June 2001. An enrollment spell is defined as a period of continuous enrollment (at the first institution) without a break of more than four months. It is also known as the institutional spell. Students with two or more enrollment spells (at the first institution) are stopouts at the first institution.

Continuously enrolled
Two enrollment spells
Three or more enrollment spells

Continuously enrolled
Not continuously enrolled

Ever transferred **ENTRN2B**
Transfer status

Number of transfers between institutions as of June 2001. A transfer occurred when the student left one institution and enrolled at another institution for four or more months.

Never transferred
Transferred

Highest degree expectation in 1996 **EPHDEGY1**

Response to the question "What is the highest level of education you ever expect to complete?"

Don't know
Less than bachelor's degree
Bachelor's degree
Advanced degree

Type of graduate program **GFDEG2B**

Degree program at first graduate school.

Just taking classes
Post-baccalaureate certificate
Master's degree
Doctoral/professional degree

DAS Variable

Graduate enrollment **GRADANY**

Indicates whether or not the students reported any graduate enrollment. Students reporting enrollment in a post-baccalaureate certificate program, Master's degree program, or Doctoral/professional degree program, or reporting taking mainly graduate classes or an equal mix of graduate and undergraduate classes were considered to have some graduate school enrollment.

Currently enrolled in graduate school **GSUR2B**

Indicates whether or not the student was enrolled in graduate school at the time of the 2001 interview.

Not currently enrolled
Currently enrolled

Grade-point average in high school **HCGPADER**

High school senior year grade point average reported by the student in the SAT or ACT test questionnaire. This variable was derived as the weighted average of grades reported in the five subject areas (English, math, foreign languages, science, and social studies).

B's or less
B+ to A-
Mostly A's

High school diploma or equivalency status **HSDIPLOM**

Response to the question "Did you receive a high school diploma, pass a General Educational Development (GED) test, or receive a high school completion certificate?"

High school diploma
GED/high school equivalent
None

Institution granting bachelor's degree **ITHISE2B**

The type of institution where the student attained the bachelor's degree as of June 2001. For bachelor's degree recipients this is the same as the last undergraduate institution attended, as post-bachelor's degree enrollment is excluded.

Public 4-year
Private not-for-profit 4-year

Type of last institution attended

ITLASE2B

Type of institution last attended as an undergraduate as of June 2001. For those who completed a bachelor's degree, this is the institution that granted the degree.

Public 2-year
Public 4-year
Private not-for-profit 4-year
Private for-profit less-than-4-year
Other institutions

Level of first institution

ITNPLV

Level of the first institution attended in 1995–96.

4-year	Denotes 4-year institutions that can award bachelor's degrees or higher, including institutions that award doctorate degrees and first-professional degrees.
2-year	Institution that does not confer bachelor's degrees, but does provide 2-year programs that result in a certificate or an associate's degree, or 2-year programs that fulfill part of the requirements for a bachelor's degree or higher at 4-year institutions.
Less-than-2-year	At least one of the programs offered at the institution is three months or longer, and produces a terminal award or certificate. In addition, no program at the institution lasts longer than two years.

First institution type and highest offering
Highest offering of first institution
First 4-year institution type and highest offering

ITNPS2

Level, control and highest degree offered at the first institution in 1995–96. This variable was constructed by combining the level and control of the institution with the highest level of degree offered at that institution.

- Public 4-year
  - Non-doctorate-granting
  - Doctorate-granting
- Private not-for-profit 4-year
  - Non-doctorate-granting
  - Doctorate-granting

Public non-doctorate-granting
Public doctorate-granting
Private not-for-profit non-doctorate-granting
Private not-for-profit doctorate-granting

DAS Variable

Type of first institution
Transfers from public 2-year institution **ITNPSAS**

Level and control of the first institution attended in 1995–96.

- Public 2-year
- Public 4-year
- Private not-for-profit 4-year
- Private for-profit less-than-4-year
- Other institutions

- 4-year
  - Public
  - Private not-for-profit
  - Private for-profit
- 2-year
  - Public
  - Private not-for-profit
  - Private for-profit
- Less-than-2-year
  - Public
  - Private not-for-profit
  - Private for-profit

First transfer by institution control **ITTRCT2B**

Control of first (origin) and second (destination) institutions attended as of June 2001 by transfer students.

- Public to public
- Public to private not-for-profit
- Private not-for-profit to public
- Private not-for-profit to private not-for-profit

First transfer by institution level **ITTRLV2B**

Level of first (origin) and second (destination) institutions attended as of June 2001 by transfer students.

- 4-year to 4-year
- 4-year to 2-year
- 2-year to 4-year
- 2-year to 2-year

DAS Variable

Type of institution of first transfer destination
Transfer status

ITTRSE2B

The type of destination institution of the first transfer.

Public 2-year
Public 4-year
Private not-for-profit 4-year
Private for-profit less-than-4-year
Other institutions
Never transferred

Never transferred
Transferred to 4-year public
Transferred to 4-year private

Worked while enrolled in 1995–96

J1HOURY1

Indicates the student-reported average number of hours the student worked per week while enrolled during 1995–96.

Did not work	
Worked part-time	Worked an average of less than 35 hours per week
Worked full-time	Worked an average of 35 or more hours per week

Parental education

PBEDHI3

Highest educational level achieved by either or both parents.

High school diploma or less
Some postsecondary education
Bachelor's degree
Advanced degree

Program/field at first institution

PGM1Y1

For students beginning at less than 4-year institutions, this variable indicates the first type of degree program enrolled at the first institution attended during 1995–96. Derived from institution and student-reported degree program and major for beginners at less-than-4-year institutions only.

Vocational certificate
Associate's applied fields
Associate's liberal arts/uncertain

DAS Variable

Persistence track outcome through 2001 **PR4YR2B**

Cumulative persistence track outcome among bachelor's degree seeker who started in a 4-year institution, as of June 2001. A student had left the persistence track if any of the following happened: attained associate's degree or certificate with no bachelor's degree attainment later; had downward or delayed transfer; had stopped out; or had left without return.

Still on persistence track
On track, attained bachelor's degree
Left track, attained AA/certificate
Left track, downward/delayed transfer
Left track, stopout
Left track, left without return

Persistence track outcomes at the end of each year:
Persistence track outcome 1995–96 **PR4YRY1**
Persistence track outcome 1996–97 **PR4YRY2**
Persistence track outcome 1997–98 **PR4YRY3**
Persistence track outcome 1998–99 **PR4YRY4**
Persistence track outcome 1999–2000 **PR4YRY5**
Persistence track outcome 2000–01 **PR4YRY6**

Persistence track outcomes at the end of each academic year among bachelor's degree seekers who started in a 4-year institution.

Still on persistence track
On track, attained bachelor's degree this year
Left track, attained AA/certificate
Left track, downward/delayed transfer
Left track, stopout began this year
Left track, left without return
Previously left track (cumulative)
Previously attained bachelor's degree (cumulative)

Attainment and enrollment status **PRAT2B**

Indicates whether or not the students had attained any degree and/or were still enrolled as undergraduates as of June 2001. If the students were enrolled during February through June of 2001, they were considered to be still enrolled.

Attained, still enrolled	Student had attained a certificate or associate's degree and was still enrolled somewhere.
Attained, not enrolled	Student had attained a degree and was no longer enrolled as an undergraduate; this includes all bachelor's degree recipients.
No degree, still enrolled	Student had not attained any degree but was still enrolled somewhere.
No degree, not enrolled	Student had left postsecondary education without any degree.

DAS Variable

Student persistence anywhere in 2001 **PRENRL2B**

Indicates the highest degree the student attained or the level of the institution in which the student is still enrolled if no degree had been attained, as of June 2001.

- Highest degree attained anywhere:
  - Bachelor's degree
  - Associate's degree
  - Certificate

- No degree anywhere:
  - Still enrolled
    - At 4-year institution
    - At less-than-4-year institution
  - Not enrolled

- Six-year student persistence summary:
  - Attained any degree
  - Still enrolled
  - Total persisted

Last year enrolled without a degree **PRENYR2B**

For those who had not attained a degree, this variable indicates the academic year the student left postsecondary education, and had not returned by June 2001. Otherwise it indicates whether the student was still enrolled or whether the student had attained a degree by June 2001.

- No degree, not enrolled anywhere:
  - No degree, last year enrolled: 1995–1996
  - No degree, last year enrolled: 1996–1997
  - No degree, last year enrolled: 1997–1998
  - No degree, last year enrolled: 1998–1999
  - No degree, last year enrolled: 1999–2000
  - No degree, last year enrolled: 2000–2001
- No degree, still enrolled in 2001
- Attained by 2001

Retention at the first institution at end of each year:

Retention at end of 1995–96	**PROUFIY1**
Retention at end of 1996–97	**PROUFIY2**
Retention at end of 1997–98	**PROUFIY3**
Retention at end of 1998–99	**PROUFIY4**
Retention at end of 1999–2000	**PROUFIY5**
Retention at end of 2000–01	**PROUFIY6**

Retention outcomes at first institution attended at the end of each academic year. Shows the status of the beginning students in June of each academic year. Attainments, transfers, and attrition (left postsecondary education) are cumulative.

Highest degree attained at first institution:
- Bachelor's degree
- Associate's degree
- Certificate

No degree at first institution:
- Still enrolled
- Stopout this year
- Transferred
- Left postsecondary education

Student persistence anywhere at end of each year:

Persistence at end of 1995–96	**PROUTYX1**
Persistence at end of 1996–97	**PROUTYX2**
Persistence at end of 1997–98	**PROUTYX3**
Persistence at end of 1998–99	**PROUTYX4**
Persistence at end of 1999–2000	**PROUTYX5**
Persistence at end of 2000–01	**PROUTYX6**

Student persistence anywhere in postsecondary education at the end of each academic year. Shows the status of the beginning students in June of each academic year. Attainments and attrition (left postsecondary education) are cumulative.

Highest degree attained anywhere:
- Bachelor's degree
- Associate's degree
- Certificate

No degree anywhere:
- Still enrolled
- Stopout this year
- Left postsecondary education

Degree before transfer 2001 **PRTRAN2B**

Indicates whether the student had attained any degree before the first transfer, and if so, what kind of degree.

- None
- Certificate
- Associate's degree

First academic year at transfer destination **PRTRBY2B**

Indicates the first academic year the student enrolled at the destination institution after having left the first institution (origin).

- Academic year 1995–1996
- Academic year 1996–1997
- Academic year 1997–1998
- Academic year 1998–1999
- Academic year 1999–2000
- Academic year 2000–2001

Last year enrolled at origin before transfer **PRTRLY2B**

Indicates the academic year the student last enrolled at first institution prior to transferring to another institution.

Academic year 1995–1996
Academic year 1996–1997
Academic year 1997–1998
Academic year 1998–1999
Academic year 1999–2000 or 2000–2001
Never transferred

First transfer direction **PRTRTY2B**

Indicates the type of first transfer as of June 2001. Institution level refers to 4-year, 2-year, and less-than-2-year.

Did not transfer	
Upward transfer	Transfers involving a move from one institution to another with a higher level.
Lateral transfer	Transfers involving a move from one institution to another with the same level.
Downward transfer	Transfers involving a move from one institution to another with a lower level.

Number of distance education classes taken **QCDISTED**

Response to the question "How many distance education courses did you take?"

One
More than one

Claimed lifetime learning tax credit in 1999 **QCLLUG99**

Response to the question "When you filed your 1999 taxes, did you claim the federal Lifetime Learning Tax Credit?"

Never heard of it
Did not claim credit
Claimed credit

Repaying student loans **QCREPAY**

Response to the question "Are you repaying any education loans?"

Not repaying student loans
Repaying student loans

DAS Variable

Percentage currently repaying loans **QCRPYAMT**
Average monthly student payment
Amount repaying (categories)

Response to the question "How much do you pay each month on your education loans?" This variable was aggregated into the following categories:

Less than $75 per month
$75–150 per month
More than $150 per month

Ever received an incomplete **QCUGEX1**

Response to the question "Did you ever receive an incomplete grade in a course?"

Ever repeated course for higher grade **QCUGEX2**

Response to the question "Did you ever repeat a course to earn a higher grade?"

Ever withdrew when failing **QCUGEX3**

Response to the question "Did you ever withdraw from a course because you were failing it?"

Graduated with honors **QCUGEX4**

Response to the question "Did you receive any type of academic honors?" Only asked of students who had completed bachelor's degrees.

Did not graduate with honors
Graduated with honors

Percentage with undergraduate student loans **QCUGLN**
Average undergraduate student loan amount
Amount borrowed (categories)
Borrowed student loans (categories)

Response to the question "Other than any money you may have borrowed from family or friends, how much have you borrowed/did you borrow in total for your undergraduate education?" This variable was aggregated into the following categories:

Amount borrowed:
  Less than $7,000
  $7,000–14,000
  $14,000–20,000
  More than $20,000

Borrowed student loans:
  Did not borrow student loans
  Borrowed student loans

DAS Variable

Holds professional certification **QDCT1**

Response to the question "Do you hold professional certification in an occupational area?"

Intensity of graduate attendance **QDFT1**

Response to the question "Have you been/were you enrolled mainly as a full-time or part-time graduate student?"

Part-time
Full-time

Holds occupational license **QDLIC1**

Response to the question "Do you hold an occupational license that was required by the federal, state, or local government before you could practice in a profession?"

Worked while enrolled in graduate school **QDWKHR1**

Response to the question "About how many hours per week do/did you work for pay while enrolled at [GRADUATE SCHOOL NAME]?"

Worked part time
Worked full time

Autonomy in current job **QEAUTOC**

Response to the question "Please tell me which of the following statements best describes your job?"

Someone else decides what you do and how you do it
Someone else decides what, you decide how
Have some freedom deciding what you do and how
You are basically your own boss

Current job benefits:
Medical insurance **QEBN01C**

Response to the question "Does your employer provide you with medical insurance?"

Dental/vision insurance **QEBN02C**

Response to the question "Does your employer provide you with dental, optical, or other health insurance?"

Life insurance **QEBN03C**

Response to the question "Does your employer provide you with life insurance?"

DAS Variable

Retirement benefits **QEBN04C**

Response to the question "Does your employer provide you with retirement or other financial benefits, such as a 401(k)/ 403(b)?"

Stock options **QEBN05C**

Response to the question "Does your employer provide you with stock options?"

Flex accounts **QEBN06C**

Response to the question "Does your employer provide you with flexible spending accounts?"

Fitness benefit **QEBN10C**

Response to the question "Does your employer provide you with fitness facility or subsidy?"

Considers current job beginning of career **QECARRC**

Response to the question "Would you consider your current job to be the start of your career in this occupation or industry?"

Not beginning of career
Beginning of career

Currently employed 2001 **QECUREMP**

Response to the question "Are you currently employed?"

Current job requires a degree **QEDEGC**

Response to the question "Was a degree (such as a bachelor's or associate's degree) or a postsecondary certificate required by your employer as a condition for working?"

No degree required
Degree required

Hours worked per week in 2001 **QEHRSC**

Response to the question "About how many hours do you work each week?"

Part-time	Worked less than 35 hours per week.
Full-time	Worked 35 or more hours per week.

DAS Variable

Current annual salary in 2001 **QEINCEC**

Annual salary for current job reported in 2001 interview.

Under $20,000
$20,000–60,000
Over $60,000

Relationship between current job and classes **QERELC**

Response to the question "Is your job related to the classes you took?"

Not related
Somewhat related
Closely related

Relocated for current job **QERELOC**

Response to the question "Did you have to relocate more than 50 miles for your current job?"

Relocated
Did not relocate

Satisfied overall with current job **QESAT8C**

Response to the question "Overall, would you say you are satisfied with your job?"

Not satisfied overall
Satisfied overall

Self employed 2001 **QESLFC**

Response to the question "Are you self-employed?"

Wrote a public official **QFCORRSP**

Response to the question "Did you write letters or send e-mail to any public official to express your opinion?"

Credit card balance due last statement **QFCRDBAL**

Response to the question "What was the balance due on all cards according to your last statement?"

Zero
Under $500
$500–2,000
Over $2,000

DAS Variable

Number of credit cards in 2001 **QFCRDNM**

Response to the question "How many credit cards do you have in your own name, that are billed to you?"

None
One or two
Three or more

Disability reported in 2001 **QFDIS01**

Response to the question "Do you have a long-lasting physical or mental condition that substantially limits one or more of your major life activities?"

No disability reported
Disability reported

Highest degree expectation in 2001 **QFHIDEG**

Response to the question "What is the highest level of education you ever expect to complete?"

Bachelor's degree or less
Post-baccalaureate certificate or Master's degree
Doctoral/professional degree

Personal goals

Response to the question "Please tell me if each of the following personal goals is very important, somewhat important, or not important to you."

Be leader in community **QFIMP01**
Influence political structure **QFIMP04**

Not important
Somewhat important
Very important

Marital status in 2001 **QFMARR**

Student's marital status reported during the 2001 interview.

Single, never married
Single, has been married
Married

DAS Variable

Pay off credit card balance each month **QFPAYOFF**

Response to the question "Do you usually pay off your credit card balances each month, or carry balances over from month to month?"

Pay off balances
Carry balances

Participated in political activities **QFPOLIT**

Response to the question "In the last two years, did you attend any political meetings, rallies, or dinners, or participate in other political activities?"

Performed community service **QFVOL**

Response to the question "In the past year, have you participated in any community service or volunteer work, other than court-ordered service?"

Did not volunteer
Volunteered

Type of community service activity **QFVOL1**

Response to the question "What was the community service or volunteer work that you did?"

Work with kids–education related
Other work with kids
Fundraising
Homeless or crisis center
Neighborhood improvement
Health services
Service to church

Service required for education **QFVOLRQ**

Response to the question "Was any volunteer work required as part of your education?"

No service required
Service required

Hours per month volunteered **QFVOLTM**

Response to the question "On average, how many hours per month did you volunteer?"

Less than 10 hours
10 to 20 hours
More than 20 hours

DAS Variable

Voted in 2000 elections **QFVOT00**

Response to the question "Did you vote in the 2000 presidential election?" Asked only of citizens.

Subcategories of beginners **SB4YRBEG**

This variable combines three characteristics of beginners who started at a 4-year institution: a) who enrolled full-time when first began enrollment; b) who had a bachelor's degree goal; and c) who did not delay enrollment after high school.

Enrolled full-time first year
Had a bachelor's degree goal
Had a bachelor's degree goal and enrolled full-time first year
Recent high school graduates (did not delay entry)
Recent high school graduates with a bachelor's degree goal
Recent high school graduates with a bachelor's degree goal and enrolled full-time first year

Took remedial courses in 1995–96 **RMANYY1**

Respondent reported taking one or more remedial instruction or developmental courses in reading, writing, math, study skills, or English language skills during the first year enrolled.

Age when first enrolled **SBAGFM**

Student's age during first month enrolled.

18 years or younger
19 years
20–23 years
24–29 years
30 years or older

Dependency status when first enrolled **SBDEP1Y1**

Student dependency status for federal financial aid during 1995–96. Students age 23 or younger were assumed to be dependent unless they met the independent student criteria. Students were considered independent if any of the following applied:

a) Student was 24 years or older as of 12/31/1995
b) Student was a veteran of the U.S. Armed Forces
c) Student was married
d) Student was an orphan or ward of the court
e) Student had legal dependents, other than spouse
f) Student was enrolled in a graduate or professional program beyond a bachelor's degree in 1995–96

Dependent
Independent

DAS Variable

Number of children when first enrolled	**SBDPNY1**

Response to the question "How many people were you supporting at that time (July 1,1995)? Spouse not included."

None
One or more

Gender	**SBGENDER**

Male
Female

Marital status and children when first enrolled	**SBMRCHY1**

Marital status and number of non-spouse dependents of student when applied for financial aid 1995–96.

Single, no children (dependent)
Single, no children (independent)
Single with children
Married

Race/ethnicity	**SBRACECI**

These categories were used in 1995–96 to classify students based on reported race and Hispanic ethnicity.

White, non-Hispanic	A person having origins in any of the original people of Europe, North Africa, or the Middle East (except those of Hispanic origin).
Black, non-Hispanic	A person having origins in any of the Black racial groups of Africa, not of Hispanic origin.
Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
Asian/Pacific Islander	A person having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.
American Indian/Alaska Native	A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

DAS Variable

Number of risk factors when first enrolled **SBRSK1Y1**

Represents an index of risk from 0–7 related to 7 characteristics known to adversely affect persistence and attainment. Characteristics included are the following:

a) Delayed enrollment after high school
b) No high school diploma (including GED recipients)
c) Part-time enrollment
d) Financial independence
e) Having dependents other than spouse
f) Single parent status
g) Working full-time while enrolled (35 hours or more)

None
One
Two or three
Four or more

Single parent status when first enrolled **SBSINGY1**

Indicates whether the student had dependents and was not married during 1995–96.

Not a single parent
Single parent

Cumulative grade-point average in 2001 **SEGPA2B**

Student grade point average (GPA) reported in 2001 interview.

B's or less
B+ to A-
Mostly A's

GPA first year enrolled **SEGPAY1**

Student grade point average (GPA) at the sampled NPSAS institution as reported by the institution during 1995–96.

Under 2.25
2.25 to 3.25
Over 3.25

Student/employee role 1995–96 **SEROLEY1**

Response to the question "While you were enrolled and working, would you say you were primarily a student working to meet expenses or an employee who's decided to enroll in school?"

Did not work while enrolled
Student working
Employee who is enrolled

DAS Variable

Dependent family income in 1994	**SFINDP94**

Total income of the parents of dependent students during 1994. Federal financial aid eligibility in 1995–96 was based on the family income in the prior calendar year (1994).

Less than $25,000
$25,000–44,999
$45,000–69,999
$70,000 or greater

Number of Advanced Placement tests taken	**TEAPNUMB**

Number of advanced placements tests taken by the student prior to enrolling in 1995–96. Based on a match with the Advanced Placement test files of the Educational Testing Service and student-reported information in the 1996 interviews.

None
One
More than one

SAT combined score	**TESATDER**

Student's Scholastic Assessment Test I combined score. This variable was derived as either the sum of SAT I verbal and mathematics test scores or the ACT Assessment (American College Testing program) composite score converted to an estimated SAT combined score using a concordance table.[25] The primary source of data were from a match with the SAT files from the Educational testing Service and the ACT test files of the American College testing programs, supplemented by postsecondary institution reported and student-reported information. The quartiles were derived from the distribution of the test scores among the BPS cohort sample students.

Lowest quartile (400–700)
Middle quartiles (710–1020)
Highest quartile (1030–1600)

Ever transferred to 4-year institution	**TRINTY2B**

Indicates whether or not the respondents had ever transferred to 4-year institutions.

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[25] G. Marco, A. Abdel-fattah, and P. Baron, *Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT* (College Board Report No. 92-3) (New York: College Entrance Examination Board, 1992).

Appendix B—Technical Notes and Methodology

The Beginning Postsecondary Students Longitudinal Study (BPS:1996/2001)

The Beginning Postsecondary Students Longitudinal Study (BPS) is based on a sample of students who were enrolled in postsecondary education for the first time in 1995–96 and participated in the 1995–96 National Postsecondary Student Aid Study (NPSAS:96). NPSAS:96 was a study conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) consisting of a nationally representative sample of all students enrolled in postsecondary education during the 1995–96 academic year.[26] Information for NPSAS:96 was obtained from more than 830 postsecondary institutions for approximately 44,500 undergraduate and 11,200 graduate and first-professional students. The sample of undergraduates represented about 16.7 million students, including about 3 million first-time beginning students, who were enrolled at some time between July 1, 1995 and June 30, 1996.

This BPS study began with a sample of approximately 12,000 students who were identified in NPSAS:96 as having entered postsecondary education for the first time in 1995–96. Unlike other NCES longitudinal surveys (such as the National Education Longitudinal Study of 1988), which follow age-specific cohorts of secondary school students, the BPS sample is more likely to include nontraditional students who have delayed their postsecondary education due to financial need or family responsibilities.

The first follow-up of the BPS cohort (BPS:1996/98) was conducted in 1998, approximately three years after these students first enrolled. Approximately 10,300 of the students who first began in 1995–96 were located and interviewed in the 1998 follow-up for an overall weighted response rate of 79.8 percent. This response rate includes those who were nonrespondents in 1996; among the NPSAS:96 respondents the response rate was 85.9 percent.[27] The second follow-up of the BPS cohort (BPS:1996/2001) was conducted in 2001, six years following college entry. All respondents to the first follow-up, as well as a subsample of nonrespondents in

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[26] For more information on the NPSAS survey, consult U.S. Department of Education, National Center for Education Statistics, *Methodology Report for the 1995–96 National Postsecondary Student Aid Study* (NCES 98–073) (Washington, DC: 1997). Additional information is also available at the NPSAS Web site: http://nces.ed.gov/npsas.

[27] For more information on the BPS:96/98 survey, consult U.S. Department of Education, National Center for Education Statistics, *Beginning Postsecondary Students Longitudinal Study First Follow-up 1996–98, Methodology Report* (NCES 2000–157) (Washington, DC: 2000).

1998, were eligible to be interviewed. Over 9,100 students were located and interviewed. The weighted response rate was 83.6 percent overall, but was somewhat higher among respondents to both the 1996 and the 1998 interviews (87.4 percent).[28]

Nonresponse among cohort members causes bias in survey estimates when the outcomes of respondents and nonrespondents are shown to be different. A bias analysis was conducted of the 2001 survey results to determine if any variables were significantly biased due to nonresponse.[29] Considerable information was known from the 1996 and 1998 surveys for nonrespondents to the 2001 interviews, and nonresponse bias could be estimated using variables with this known information. Weight adjustments were applied to the BPS:1996/2001 sample to reduce any bias found due to unit nonresponse. After the weight adjustments, some variables were found to reflect zero bias, and for the remaining variables the bias did not differ significantly from zero. This analysis was performed on variables found on the frame where the true value is known for both respondents and nonrespondents. For other variables collected in the survey, where data is available only for respondents, it is not known whether the weight adjustments completely eliminate bias.

Accuracy of Estimates

The statistics in this report are estimates derived from a sample. Two broad categories of error occur in such estimates: sampling and nonsampling errors. Sampling errors occur because observations are made only on samples of students, not entire populations. Nonsampling errors occur not only in sample surveys but also in complete censuses of entire populations. Nonsampling errors can be attributed to a number of sources: inability to obtain complete information about all students in all institutions in the sample (some students or institutions refused to participate, or students participated but answered only certain items); ambiguous definitions; differences in interpreting questions; inability or unwillingness to give correct information; mistakes in recording or coding data; and other errors of collecting, processing, sampling, and imputing missing data.

Data Analysis System

The estimates presented in this report were produced using the BPS:1996/2001 Data Analysis Systems (DAS). The BPS:1996/2001 Data Analysis System includes all of the variables from the BPS:1996/1998 study and several sample weights for a cross-sectional analysis of the students in either 1995–96, 1998, or 2001 as well as weights for the longitudinal analysis of students who responded in any two or in all three of the survey years. All of the tables and estimates in this report used the longitudinal analysis weight B01LWT2 for about 9,000 sample students who responded in both the first (1996) and the last year (2001).

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[28] For more information on the BPS:1996/2001 survey, consult U.S. Department of Education, National Center for Education Statistics, *Beginning Postsecondary Students Longitudinal Study: 1996-2001 Methodology Report* (NCES 2002-171) (Washington, DC: 2002).

[29] Ibid.

The DAS software makes it possible for users to specify and generate their own tables. With the DAS, users can replicate or expand upon the tables presented in this report; the table parameter files (tpf) that produced these tables are available to users on the NCES website. In addition to the table estimates, the DAS calculates proper standard errors[30] and weighted sample sizes for these estimates. For example, tables B1-A through D contain standard errors that correspond to compendium tables 2.0-A through D, generated by the DAS. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message "low-N" instead of the estimate.

In addition to tables, the DAS can also produce a correlation matrix of selected variables to be used for linear regression models. Included in the output with the correlation matrix are the design effects (DEFTs) for each variable in the matrix. Since statistical procedures generally compute regression coefficients based on simple random sample assumptions, the standard errors must be adjusted with the design effects to take into account the BPS:1996/2001 sample design.

The DAS can be accessed electronically at http://nces.ed.gov/das. For more information about the BPS:1996/2001 Data Analysis System, contact:

Aurora D'Amico
National Center for Education Statistics
1990 K Street, NW
Room 8115
Washington, DC 20006
(202) 502-7334
Internet address: Aurora.D'Amico@ed.gov

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[30] The BPS:1996/2001 samples are not simple random samples, and therefore simple random sample techniques for estimating sampling error cannot be applied to these data. The DAS takes into account the complexity of the sampling procedures and calculates standard errors appropriate for such samples. The method for computing sampling errors used by the DAS involves approximating the estimator by the linear terms of a Taylor series expansion. The procedure is typically referred to as the Taylor series method.

Table B1-A.—Standard errors for table 2.0-A: Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by first institution attended and first degree plans

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	Less-than-4-year	Not enrolled anywhere
			All beginning students			
Total	0.93	0.66	0.72	0.55	0.52	0.93
Type of first institution						
4-year						
Public	1.42	0.56	0.34	0.72	0.43	0.97
Private not-for-profit	1.96	0.49	0.33	0.69	0.36	1.29
Private for-profit	5.01	6.10	7.20	2.82	1.99	8.63
2-year						
Public	1.20	1.35	1.20	1.09	1.09	1.73
Private not-for-profit	3.23	3.56	4.37	1.40	1.46	4.12
Private for-profit	0.69	3.77	4.30	0.70	0.89	3.58
Less-than-2-year						
Public	#	1.14	5.88	1.04	2.53	5.43
Private for-profit	#	0.44	2.42	0.30	0.82	2.35
Level of first institution						
4-year	1.20	0.40	0.26	0.52	0.30	0.79
2-year	1.10	1.26	1.16	1.01	1.00	1.60
Less-than-2-year	#	0.41	2.21	0.32	0.85	2.14
Degree plans at first institution						
Certificate	0.42	0.92	2.26	0.69	0.64	2.25
Associate's degree	1.27	1.45	0.87	1.17	0.98	1.68
Bachelor's degree	1.16	0.27	0.25	0.56	0.32	0.76
Degree goal in 1995–96						
None	1.45	1.83	1.40	1.67	1.61	3.22
Certificate	0.20	1.08	2.83	0.26	1.25	2.57
Associate's degree	1.31	1.97	1.16	1.11	1.36	2.23
Bachelor's degree	1.34	0.56	0.46	0.79	0.62	1.00
Highest degree expectation in 1996						
Don't know	1.76	1.39	2.01	0.95	1.71	2.61
Less than bachelor's degree	0.67	2.29	2.52	0.26	1.15	2.97
Bachelor's degree	1.32	1.50	1.18	1.26	1.17	1.97
Advanced degree	1.52	0.83	0.73	0.78	0.76	1.21
First degree attained by 2001						
None	†	†	†	1.02	1.01	1.39
Certificate	0.46	1.36	1.41	†	†	†
Associate's degree	3.04	3.04	†	†	†	†

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table B1-B.—Standard errors for table 2.0-B: Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by attendance patterns, GPA, and last institution type

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	Less-than-4-year	Not enrolled anywhere
			All beginning students			
Total	0.93	0.66	0.72	0.55	0.52	0.93
Number of institutions attended						
One	1.06	0.72	0.93	0.26	0.58	1.25
Two	1.62	1.38	1.12	1.06	1.00	1.48
Three or more	2.23	2.19	2.15	2.86	1.33	1.93
Co-enrollment at two institutions						
Never co-enrolled	0.90	0.66	0.77	0.50	0.58	1.00
Sometimes co-enrolled	2.89	2.41	1.70	2.24	1.12	1.94
Attendance intensity through 2001						
Always full-time	1.41	0.94	0.88	0.56	0.32	1.18
Mixed	1.11	1.22	1.08	0.94	0.96	1.41
Always part-time	#	0.69	2.36	1.00	1.97	3.16
First transfer direction						
Did not transfer	1.07	0.66	0.88	0.31	0.67	1.19
Upward transfer	3.25	2.62	1.37	3.01	0.63	2.39
Lateral transfer	1.57	2.22	1.76	1.74	1.33	2.32
Downward transfer	0.96	1.70	2.85	1.48	2.55	2.64
Enrollment continuity through 2001						
Continuously enrolled	1.21	0.79	0.81	0.41	0.35	1.18
Two enrollment spells	0.88	1.37	1.45	1.49	1.45	2.01
Three or more enrollment spells	0.52	2.31	3.23	3.77	3.77	4.17
GPA first year enrolled						
Less than 2.25	0.95	1.12	0.95	0.95	1.13	1.82
2.25–3.25	1.53	1.36	1.10	1.03	0.53	1.63
Over 3.25	2.06	1.23	1.62	0.74	0.88	2.21
Type of last institution attended						
Public 2-year	†	1.32	1.45	†	1.40	1.87
Public 4-year	1.52	0.93	0.43	1.25	†	1.09
Private not-for-profit 4-year	2.18	1.11	0.70	1.47	†	1.38
Private for-profit less-than-4-year	†	1.78	2.30	†	1.40	2.06
Other institutions	0.61	2.55	4.10	1.17	1.40	3.71

†Not applicable.

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table B1-C.—Standard errors for table 2.0-C: Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by demographic characteristics

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	Less-than-4-year	Not enrolled anywhere
			All beginning students			
Total	0.93	0.66	0.72	0.55	0.52	0.93
Gender						
Male	1.20	0.96	0.93	1.03	0.64	1.36
Female	1.23	0.85	1.01	0.54	0.80	1.25
Age when first enrolled						
18 years or younger	1.27	0.83	0.53	0.71	0.54	1.00
19 years	1.83	2.38	1.51	1.84	1.42	2.43
20–23 years	1.29	2.18	2.37	1.95	1.94	3.30
24–29 years	1.18	1.60	3.57	0.74	2.59	3.86
30 or older	1.02	2.21	2.95	1.17	1.19	3.98
Race/ethnicity						
White, non-Hispanic	1.19	0.81	0.80	0.70	0.62	1.13
Black, non-Hispanic	1.72	1.17	2.42	1.41	1.13	2.58
Hispanic	1.77	1.69	2.63	1.41	1.16	2.87
Asian/Pacific Islander	3.67	3.31	2.71	2.19	2.90	4.17
American Indian/Alaska Native	10.51	2.08	6.26	3.38	2.68	9.88
Marital status and children when first enrolled						
Single, no children (dependent)	1.15	0.79	0.59	0.67	0.61	1.07
Single, no children (independent)	1.00	2.22	3.39	2.34	2.77	4.12
Single with children	1.16	2.75	2.83	1.46	1.38	3.58
Married	1.10	1.31	3.07	1.41	1.75	3.76
Parental education						
High school diploma or less	0.96	1.09	1.28	0.61	0.81	1.57
Some postsecondary	1.61	1.49	1.35	1.35	1.53	1.88
Bachelor's degree	1.82	1.64	1.15	1.65	0.59	1.87
Advanced degree	2.30	1.20	0.62	1.39	1.13	1.82
Student/employee role in 1995–96						
Did not work while enrolled	1.61	1.08	1.23	0.77	0.48	1.38
Student working	1.30	0.99	0.78	0.96	0.81	1.29
Employee who is enrolled	1.24	1.47	1.87	1.11	1.52	2.51
Dependent family income in 1994						
Less than $25,000	1.67	1.80	1.44	0.99	1.05	2.06
$25,000–44,999	1.85	1.50	1.25	1.22	1.34	1.98
$45,000–69,999	1.91	1.43	0.85	1.22	0.85	1.98
$70,000 or greater	2.25	1.20	0.62	1.20	1.12	2.04

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Table B1-D.—Standard errors for table 2.0-D: Percentage distribution of 1995–96 beginning postsecondary students according to the highest degree attained and 6-year persistence and attainment status anywhere as of June 2001, by persistence risk factors when they first enrolled

	Highest degree attained anywhere			No degree anywhere		
				Still enrolled		
	Bachelor's degree	Associate's degree	Certificate	At 4-year institution	Less-than-4-year	Not enrolled anywhere
			All beginning students			
Total	0.93	0.66	0.72	0.55	0.52	0.93
Number of risk factors when first enrolled						
None	1.44	0.96	0.55	0.70	0.42	0.96
One	1.60	1.71	1.23	1.37	1.45	2.39
Two or three	1.01	1.42	1.93	1.19	1.55	2.43
Four or more	0.58	1.44	2.13	1.13	1.38	2.80
High school diploma or equivalency status						
High school diploma	1.02	0.70	0.68	0.56	0.52	0.97
GED/high school equivalent	1.13	2.45	3.60	1.71	2.20	3.83
None	0.58	3.49	5.61	2.73	1.41	6.50
Delayed postsecondary enrollment						
Did not delay	1.21	0.84	0.51	0.66	0.64	1.09
Delayed	0.84	1.14	1.49	0.86	1.02	1.86
Attendance status when first enrolled						
Full-time	1.18	0.77	0.81	0.67	0.42	0.99
Part-time	1.04	1.41	1.63	1.02	1.28	2.45
Dependency status when first enrolled						
Dependent	1.15	0.79	0.59	0.67	0.61	1.07
Independent	0.67	1.19	1.82	0.93	1.14	2.36
Number of children when first enrolled						
None	1.04	0.71	0.68	0.63	0.58	0.98
One or more	0.93	1.78	2.18	1.19	1.49	2.94
Single parent status when first enrolled						
Not a single parent	1.00	0.66	0.69	0.61	0.54	0.98
Single parent	1.16	2.75	2.83	1.46	1.38	3.58
Worked while enrolled in 1995–96						
Did not work	1.61	1.08	1.23	0.77	0.48	1.38
Worked part time	1.31	1.02	0.83	0.87	0.88	1.27
Worked full time	0.81	1.09	1.67	1.21	1.31	2.18

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1995–96 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:96/01).

Statistical Procedures

Two types of statistical procedures were employed in this report: testing differences between means (or proportions) and testing linear trends. Each procedure is described below.

Differences Between Means

The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error,[31] or significance level. The significance levels were determined by calculating the Student's t values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's t values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \tag{1}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent, a covariance term must be added to the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - 2(r)se_1\ se_2}} \tag{2}$$

where r is the correlation between the two estimates.[32] This formula is used when comparing two percentages from a distribution that adds to 100. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

$$t = \frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\,se_{sub}^2}} \tag{3}$$

---

[31] A Type I error occurs when one concludes that a difference observed in a sample reflects a true difference in the population from which the sample was drawn, when no such difference is present.

[32] U.S. Department of Education, National Center for Education Statistics, A Note from the Chief Statistician, no. 2, 1993.

where p is the proportion of the total group contained in the subgroup.[33] The estimates, standard errors, and correlations can all be obtained from the DAS.

There are hazards in reporting statistical tests for each comparison. First, comparisons based on large t statistics may appear to merit special attention. This can be misleading since the magnitude of the t statistic is related not only to the observed differences in means or percentages but also to the number of students in the specific categories used for comparison. Hence, a small difference compared across a large number of students would produce a large t statistic.

A second hazard in reporting statistical tests for each comparison occurs when making multiple comparisons among categories of an independent variable. For example, when making paired comparisons among different levels of income, the probability of a Type I error for these comparisons taken as a group is larger than the probability for a single comparison. When more than one difference between groups of related characteristics or "families" are tested for statistical significance, one must apply a standard that assures a level of significance for all of those comparisons taken together.

Comparisons were made in this report only when $p < .05/k$ for a particular pairwise comparison, where that comparison was one of k tests within a family. This guarantees both that the individual comparison would have $p < .05$ and that for k comparisons within a family of possible comparisons, the significance level for all the comparisons will sum to $p < .05$.[34]

For example, in a comparison of males and females, only one comparison is possible (males vs. females). In this family, k=1, and the comparison can be evaluated without adjusting the significance level. When students are divided into five age categories (18 or younger, 19, 20–23, 24–29, 30 or older) and all possible comparisons are made, then $k=10$ and the significance level of each test must be $p \leq .05/10$, or $p \leq .005$. The formula for calculating family size (k) is as follows:

$$k = \frac{j(j-1)}{2} \tag{4}$$

where j is the number of categories for the variable being tested. In the case of age, there are five age groups, so substituting 5 for j in equation 4, results in the following family size.

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[33] Ibid.

[34] The standard that $p \leq .05/k$ for each comparison is more stringent than the criterion that the significance level of the comparisons should sum to $p \leq .05$. For tables showing the t statistic required to ensure that $p \leq .05/k$ for a particular family size and degrees of freedom, see Olive Jean Dunn, "Multiple Comparisons Among Means," *Journal of the American Statistical Association* 56 (1961): 52–64.

$$k = \frac{5(5-1)}{2} = 10 \quad (5)$$

Linear Trends

While many descriptive comparisons in this report were tested using Student's t statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05.[35] Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables. Means and Taylorized standard errors were calculated by the DAS. Unweighted sample sizes are not available from the DAS and were provided by NCES.

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[35] More information about ANOVA and significance testing using the F statistic can be found in any standard textbook on statistical methods in the social and behavioral sciences.

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